

National Parent-Teacher

THE P.T.A. MAGAZINE



May 1954

Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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When Mrs. Newton P. Leonard, president of the National Congress of Parents and Teachers, was in the Hawaiian Islands last March attending the annual convention of the Hawaii Congress, she found herself literally enveloped in brilliant tropical flowers wherever she went. We see her here surrounded by a throng of happy kindergartners from Liholiho School on the island of Maui, greeting her in the gracious tradition of Hawaiian hospitality.



The President's Message

A Time for Responsibility

I AM writing this message from a beautiful island far out in the Pacific. The soft air, stirred by the trade winds, is fragrant with all the lovely flower scents I have come to associate with Hawaii during my stay here. Nature has been truly lavish with her gifts; everywhere there is brilliant color—of blossoms, sky, and sea. Even when it rains, the mountain valleys shimmer with rainbows. No wonder the people of these fortunate islands are themselves kind, generous, and vibrant with health. Sometime later I shall write more about them, but now I want to talk with you about a forthcoming event of perennial importance to our organization—the national convention.

The theme of our convention, as you know, is "Better Homes, Better Schools, and Better Communities for a Responsible Society." Only responsible citizens can build and maintain a responsible society. Only in a democratic society do we have wide opportunity to strive toward the better.

We of the National Congress of Parents and Teachers have never believed in accepting any condition or problem that needed doing something about. In the fifty-seven years since the P.T.A. came into existence, we have steadily rejected complacency. And each new generation of us will hold high the pride of being able to continue today what was well started yesterday.

We know there is much still to be done in our homes, where the child encounters his first teachers, his first influences. There's much, too, that needs to

be done in our schools, so that every child will have the best teachers and the best teaching aids. We must do our utmost to help our schools seek out the wisest teachers and create the most stimulating kind of environment for active, inquisitive young minds.

As for our communities, there our responsibility weighs heavily indeed. Juvenile delinquency must be prevented, as well as dealt with once it appears. We must provide recreation to keep the minds and hands of youth busily and creatively occupied. We must offer guidance and counseling to help young people find work that uses their talents constructively.

Problems such as these call for responsible action. At no time—and certainly not today—is there a rational excuse for irresponsibility. Every one of us must feel his obligation and discharge it according to the dictates of his conscience.

At our meetings in Atlantic City we shall have a chance to learn, to share, and to lay plans for further action. I look forward to being there with parent-teacher delegates from all parts of our great country and from these lovely American islands, whose hospitality I have been privileged to enjoy.

Lucille P. Leonard

President, National Congress of Parents and Teachers

A teacher started out to bring quiet to a turbulent cafeteria. Before she had finished, the entire community—including restaurant owners, bus riders, and employers—felt an inspiring difference in the demeanor of some four hundred boys and girls.

BARNEY was the sort of boy from whom delinquents are made. He had no friends in Madison School, at Phoenix, Arizona. He was quarrelsome and sullen, would not study, and was behind other children of his age. He attended irregularly, and when he did come he kept things in an uproar, both in the classroom and on the playground.

That was Barney five years ago. Today he is polite, law-abiding, hard-working. He has a good job and many friends. "It's a miracle," say the people who have witnessed the change.

Barney himself has another explanation.

"Mrs. Willson and her Good Manners Club made the change in me," he says. "That club is the best thing that ever happened to me."

He might well be speaking for the thousands of children who have passed through Madison School since Mrs. Willson organized her club and for the hundreds who are in it now. In the six years that the club has been in existence it has, to use the words of Superintendent C. L. Harkins, "eliminated discipline as a major school problem." Committees and individuals from schools all over the nation have studied it. Teachers from other countries have been a part of it. Best of all, it has helped to transform the lives of some ten thousand boys and girls, turning them into better adjusted children—at ease, sure of themselves, poised, and confident.

The woman responsible is Mrs. Nina Cotton Willson, elementary supervisor of Madison School. Wise and kindly, loving children and having none of her own, she wanted to find a way to help them.

"Children would rather do right than wrong," she says. "The trouble is, they don't always know what is right. They start acting silly to cover up their mistakes, and once they get started they can't stop. Then the first thing they know, they're in trouble."

In all her dealings with children she goes on the theory that if she can find a way to teach them to do the right things they'll be happier. When the idea of the Good Manners Club came to her, Madison School, like all other schools in the nation, was overcrowded and understaffed. Phoenix—being the center of a thriving agricultural region, a winter resort, a health resort, and the site of an army base—drew hundreds of new families every year. They came from all walks of life: migrant workers, families of moderate means, and families of great wealth.



Loula Grace Erdman

Such a situation multiplies school problems, especially in the school cafeteria. With fifteen hundred children it was necessary to feed them in shifts. Classes were dismissed at two-minute intervals. A constant stream of children was entering or leaving the room during the entire lunch hour. It was impossible for the harried teachers to maintain anything remotely resembling discipline. Children pushed and shoved; threw food, pencils, and even books; engaged in boxing bouts in line or at the tables. They gobbled their food, thinking only of getting outdoors. And of course they all yelled.

Discipline problems shot up, both in class and out. Once a scuffle started in the cafeteria, it easily became a real fight when the boys got outside. And a fight begun at school was pretty sure to be continued on the school bus or in the home neighborhood. Gangs started; feuds flourished.

Training at the Table

This situation was bad enough for all the children. It was especially difficult for the newcomers, of whom the school had many. Often these children were in poor health, brought to Phoenix because it was a good climate for sufferers from asthma or from the aftereffects of rheumatic fever. Thrown



A knife-and-fork rehearsal smilingly conducted by Mrs. Willson.

© Worthy Ragsdale

and a Fourth

into crowded conditions at Madison School, these youngsters tended either to retreat into themselves or to become showoffs and disciplinary problems.

There were also many children of working mothers. For them the cafeteria often furnished the only well-balanced, really nourishing meal of the day. For more reasons than one, the cafeteria seemed the best place for Mrs. Willson to start her program—a Good Manners Club.

"It will never work," her fellow teachers said. "You can't get children to join a club with that name. Even if it does succeed it will mean extra work for us. We're worked beyond capacity now. It sounds good on paper but won't work in practice."

But Mrs. Willson went on with her plans. She is an incurable optimist and a firm believer in the innate goodness of children.

Next she went to the student council to propose her plan. A club? That was fine.

"It will be open to all children in grades five to eight and will meet every noon in the cafeteria," she told them. "And it will be called the Good Manners Club."

Suddenly the enthusiasm was gone.

"What will we have to do to belong?" a boy asked.

"Just observe a few simple rules of good manners." There was silence for a moment.

"What will happen if we don't join?" a girl asked.

"Not a thing," Mrs. Willson flashed back at her.

"It's entirely up to you. It can't make much difference to us whether or not you use good manners, but it can make a great deal of difference to you."

It was on this basis that the new club was voted for, a basis on which it has remained ever since.

But there were still questions in the children's minds. Another girl spoke up. "What if we don't know what good manners are?" she asked, a little timidly. "We'd be put out of the club, and it really wouldn't be our fault."

Mrs. Willson was ready for that, too. She had listed six fundamental points of etiquette. "You should have good posture," she said. "Carry on a pleasant conversation while eating. Take small bites. Keep your mouth closed while chewing. Talk only between bites. And remember that it's not necessary to be noisy in order to have fun."

"Is that all there is to it?"

"For the time being, yes."

The whole thing sounded very simple. But for Mrs. Willson it was the beginning of work and planning that have never ceased from that day to this.

First of all, she knew that the program would succeed best if it could be put largely into the hands of the children themselves. They would act as judges for each other. Both judges and prospective members would know the points to be watched. The applicant would be observed for two days and could have another trial if he failed the first test.

One boy needed four trials because he couldn't seem to keep his mouth closed while chewing. "It was such a lot of mouth," Mrs. Willson explains. "No wonder he had trouble. He finally made it, though."

No sooner did a child pass his test than he was qualified to be a judge himself. Always this privilege



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Going through a receiving line is a pleasant experience for these poised youngsters. Members of the Good Manners Club, they are about to be entertained at lunch by a Phoenix hotel owner. Here the guests are being greeted by a group of citizens, including prominent businessmen, P.T.A. leaders, the high school superintendent, and the officers of a high school student council.

was taken very seriously. Both the individual and the entire class were judged on the two-day basis, boys watching girls one day, girls judging boys the next. Every child knew when he was to be judged—which gave him time to rehearse.

It was anything but easy at first. For instance, Mrs. Willson realized that children might want to eat correctly without knowing how to go about it. Armed with enough silver, paper plates, cups, and napkins so that each child had an individual service, she made the rounds of the rooms. There the pupils, following her lead, went through the pantomime of eating. It was a game, and they loved it.

Home Trial

Things began to go better in the cafeteria. The children were quieter, ceased to gulp their food, conversed as they ate. School discipline improved.

One day Mrs. Willson picked up the telephone. "Mrs. Willson," said a woman's voice. "My little girl, Jennie, is feeling pretty bad. The girl who judged her when she got into the Good Manners Club asked her home to dinner. And when she got there everything was so different from eating at the cafeteria that she didn't know how to act. I don't know what you could do about it. . . ."

Mrs. Willson promised to think about the matter. How could the children carry the manners program into their homes? She started a guest table. Every week four boys and four girls were selected from

the eighth grade to sit at a special table where food was served family style. Each boy in turn acted as host and each girl as hostess. There were flowers on the table and an assortment of silver and other service found in the average home.

They would all enter the cafeteria together, and the boys would help the girls to remove their wraps. The girls accepted such courtesies with grace. When they were seated, the host began to serve the meal.

At the first sessions Mrs. Willson discovered that the children were ill at ease. She decided that things would go better if the members of the guest table practiced ahead of time and if they had planned some topics to talk about. So she rehearsed them in the various skills that seemed desirable, and sent them to the library to study etiquette books and find subjects to talk about.

Miss America was a guest one day, and on another occasion there were two exchange teachers, from Holland and Belgium. "I've never seen anything like it," the Belgian woman said. "Those eighth-grade children talked as intelligently as grownups."

Mrs. Willson was not surprised. "They did well because they knew what to do," she explains simply. "All too often we tell children they ought to have good manners without ever really defining them. A child needs a place—and a time—to practice good manners, just as he needs to practice throwing a ball or playing the piano."

The highest praise of all came from Jennie's mother. "Last night Jennie went back to Mary's house for dinner," the woman said. "Things went fine. Jennie had had her chance at the guest table, and she felt at ease."

The program was doing exactly what Mrs. Willson had hoped it would do—reach into the homes.

"Thank you for doing at school what we could never accomplish at home," one mother said. "You've made good manners popular with the gang. Before this manners were something a boy was supposed to be ashamed of, even if he had them."

"Thank you for making over our home," another woman said. "I work, and by night I am tired and irritable. Our evening meal, I hate to confess, used to be anything but enjoyable. I spent most of the time correcting the children. Then one day Joe came home from school and announced that people must talk about pleasant things at mealtime. Well," the woman finished warmly, "that's what we are doing now. Our family is closer than ever before."

Invited Out

Inevitably the people of Phoenix, whether or not they had children in Madison School, became aware of the program. A prominent restaurant owner invited the eighth-grade students as his guests for a luncheon. He suggested that they come in groups of forty. Great excitement prevailed. Eating at a

restaurant was different from eating at a school cafeteria or even at the guest table. Would they know how to act?

Mrs. Willson got sample menus from the restaurant and set the children to studying them. They selected balanced meals. They tangled with French words; they went into the etiquette of tipping. The girls practiced giving their orders to the boys, who, in turn, relayed them to make-believe waiters.

It all worked out fine. "I've never seen anything like those kids," said the restaurant owner. "So poised and natural and mannerly. I'd rather have them than a lot of grownups who come here."

On their own the children wrote letters of thanks to the restaurant owner and to the school bus drivers who took them. It was the children, too, who found the weakness in their behavior at their first luncheon.

"We had studied our manners until we knew exactly how to act at the restaurant," one boy said. "But it was not good manners the way we pushed and crowded to get on the bus."

To remedy this Mrs. Willson and the auditorium teacher arranged a demonstration lesson. The boys stood back and let the girls enter first. Then they got off first and extended a helping hand to the girls as they came down from the steps.

Word of the program spread to other restaurant and hotel owners in Phoenix. They quickly became enthusiastic backers of the club. Each year they invite eighth-grade members to a graduation luncheon.

Manners Become a Movement

Mrs. Willson had noticed that the children were shy and ill at ease around the restaurant owners and the other adults they met on their dining-out project. So she set up "play" receiving lines. The children went down them, each giving his name in a clear voice, shaking hands with members of the line, looking them straight in the eye as they talked. "Receivers" and "receivees" traded places until all knew exactly how to act.

Sometime later one of the boys who had taken part in the receiving line came to her. "That game helped me to get a job," he said. It seems that when he applied for the job he was scared to death, until he remembered how Mrs. Willson had trained him to go down a receiving line.

"I told myself that meeting a man in his office was quite a bit like that. So when he had me come in I just walked up to him, put out my hand, looked him straight in the eye while I told him my name and that I'd like the job. And I got it."

"Most amazing thing I ever saw," the man said later. "That kid walked in and looked right at me. He didn't mumble, he didn't swagger. I hired him over a half-dozen likelier prospects, and I've never been sorry."

Manners became a kind of core for the whole

curriculum. The library helped the children find necessary material. Homemaking classes studied nutrition, table decoration, serving. Art classes made posters that demonstrated good and bad manners more effectively than hours of talking could. Arithmetic classes figured out costs of meals, food budgets, and the like. Composition classes had unlimited material for themes. And so it was that a project originally destined to bring about better order in the cafeteria has become something around which school life centers—something that guides the children in school and out, even in situations for which they have had no preparation.

The people of Phoenix recognize this fact.

"I am an older woman," wrote a woman in one of the Phoenix papers. "The other day I was standing on a bus. A boy got up and gave me his seat. I've read about the program in Madison School," she said, "and I know it must have been a boy from that school."

Not long ago a mother whose son had difficulty in arithmetic came to Superintendent Harkins.

"It's not my boy's fault," she blazed. "You've left out the three R's and taken up all the time with that silly manners program."

"You're wrong there," replied Mr. Harkins. "The school has left out none of the three R's. Because



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The children at this guest table in the Madison School cafeteria have learned well the attractively presented lessons on the wall above their heads.

discipline is no longer a problem, we have even more time to spend teaching them. What we've really done is add a fourth R—human relations."

Loula Grace Erdman follows an interesting double career as associate professor of English at Texas State College and writer of novels, short stories, and articles. Two of her novels have won prizes—The Years of the Locust and The Wind Blows Free.



An Interview

© Ewing Galloway

Have you any suggestions for parents whose children are interested in politics?

I believe that all parents have an important and vital part to play in the political education of their children, especially children in secondary schools.

For example, parents should discuss with their children the practical application of the registration and voting system and the philosophies of the two political parties as outlined in high school civics textbooks. It goes without saying that parents should also set a good example by registering and voting themselves.

How can we instill in young people standards of political excellence—standards that will influence them later on when they are voters and perhaps officeholders?

Young people acquire standards of political excellence in the same way as they do standards of excellence in any occupation or profession. I believe we can best encourage young people to pursue higher

standards, first, by personal example and, second, by bringing to their attention the public achievements of famous Americans such as Abraham Lincoln, George Washington, Thomas Jefferson, Theodore Roosevelt, and others.

When did you first become interested in a political career?

For as long as I can remember, it seems, I have been interested in the political life of our country. My father was a congressman from California from 1903 to 1915, and this, of course, increased my political awareness and education.

We understand that at sixteen you were already active in politics. What did you gain from that experience?

Yes, it is true that I started my active participation in politics at an early date. This took the usual form of doorbell ringing and classroom campaigning. I learned at that time the intensive work which must

with Senator Knowland



In our great country, where government derives all its power from the people, it is imperative that our political affairs be conducted by citizens of the highest integrity. What, then, must we do, both to educate Americans for the responsibilities of political life and to attract into that life young people with outstanding gifts of temperament and talent? To throw light on this question we turned to the distinguished majority floor leader of the U.S. Senate, William F. Knowland of California.

be done in any campaign to bring issues directly to the voters and to encourage greater participation of voters in an election.

How can we attract some of our finest young people into government service? What can we do to keep them there?

Government service can never be made attractive to young people by remuneration alone. High standards of conduct, opportunity for advancement, and the privilege of serving one's fellow man have been from the beginning, and still remain, the greatest inducements to young people to go into public service. A fairly administered civil service system is an additional incentive for service in government—national, state, or local.

Are our political parties giving young people a chance to share in political planning and activity? Do you recall any communities where high school students, both boys and girls, have played an outstanding role in party activities?

In 1952 many high school students participated in the preconvention Eisenhower and Taft campaigns and were active at the Chicago convention. They also did much good work for the Eisenhower volunteers.

Only in recent years have the nation's two political parties encouraged young people to take part not

merely in political planning and activity but also in party affairs. In the state of California, for example, the Republican Party has more Young Republican clubs than any state in the Union. The fact that we also have more young congressmen and state legislators than any other state shows the results of this increase in participation and the encouragement of such political activity.

Our political life has deep roots in the two-party system. It is sometimes confusing to young people to find that many members of one political party share the political views of a large group in the other party. Do you have any suggestions for explaining these cross-party-line similarities? Do you think that on some issues clear-cut party alignments might be an aid to young people who are deciding where they want to throw their political support?

In each of the two main political parties, the Republican and Democratic, I believe it is safe to say that various philosophical alignments are to be found. In general, most of the major issues that must be decided by the people of the country—through their representatives in the federal government—are not of such a complex and partisan nature that action on them is based on strictly political affiliation. Let us remember that the totalitarian systems of Nazi Germany and Communist Russia demanded unwavering, disciplined adherence to the "party line."



© H. Armstrong Roberts

LIFE, for each of us, is made up of experiences wanted and unwanted—of things we are glad to have happen and things we would avoid if we could. Unless we can include both within our pattern of acceptance and creativeness, we are not likely to know much of inner steadiness or to contribute much to the confidence and happiness of those around us.

Years ago, William Vaughn Moody wrote a poem that he called "Pandora's Song." Pandora, we recall from Greek mythology, opened the chest in which all sorrows and evils were shut away and loosed them upon the world, thereby making it necessary for herself and others, throughout all history, to include in their makeup a code for dealing with sorrow and evil. Speaking in the person of Pandora, he wrote of how the unchosen experiences of our days can be transmuted into experiences of courage and growth:

*Of wounds and sore defeat
I made my battle stay;
Winged sandals for my feet
I wove of my delay;
Of weariness and fear,
I made my shouting spear;
Of loss, and doubt, and dread,
And swift oncoming doom
I made a helmet for my head
And a floating plume.*

Whatever symbols we ourselves may choose for ex-

The Inner Resource

pressing our engagement with unwanted events, we too, if we are to be sound, must somehow turn negative experiences into positive ones, destructive into constructive.

We cannot perform this sort of spiritual "magic" just by pretending that loss and sorrow and evil are not real. This is too much like trying to clean the house of our life by sweeping the dust into the corners and under the rug. Ours must be the magic of understanding and creative effort, not of mere pretense. The hurts inflicted upon us by reality must somehow become part of our inner resource for handling reality with insight and warmth and tenderness. Otherwise these hurts become our masters. They, and not our own value system, determine our approach to later experiences.

A Birthright Not for Barter

From a psychological angle how do grief, sorrow, hurt feelings, "blues," and the rest fit into the human picture? What is it in us that makes us subject to these emotions?

The simplest answer to such questions appears to be that these feelings, no less than our happiest and highest, are products of the rich complexity of our human nature. The only way to avoid knowing them would be to sacrifice what we essentially are—crea-

For those who fear—perhaps resent—the sorrow that's just around the corner, here are some thoughts that make it less unwelcome, less the invader. As the natural counterpart of joy, does sorrow not, after all, belong to the rich complexity of life?

9. The Uses of Sorrow

tures who live in a longer time span than the passing moment and who live not only with *things as they are* but with *things as they might be*. Our griefs and depressions, our hurts and lonelines express, we might say, our awareness of discrepancy. They report our recognition that what *is* differs from what *happily was* or from what *could be* or from what *should be*. Since this recognition is also an essential part of our sympathy, our tender memories, our creativeness, and our idealism, we must be wary about regretting our human possession of it. Without it, life would be a pretty flat affair.

There are four common kinds of discrepancy of which we human beings take emotional account, and our awareness of them is what we experience as sad-

Bonaro W. Overstreet

ness, loneliness, despondency, depression. Each is an inevitable part of life—and of the richness of life. Each, if soundly handled, can contribute to warmth and depth of personality. Each, however, if unsoundly handled, can go far toward destroying the individual's power to deal with the actualities of daily life.

When Loss Is Partly Gain

The first discrepancy we shall note is between present unhappiness and a past happiness. Grief for a loved one who has died, homesickness, yearning for a lost youth, loneliness for a dear one who is absent—all these, we recognize, stem from an emotional turning backward. We experience them because we can hold the past in memory and compare it with the present. We are not confined, so far as consciousness is concerned, to the pin-point immediacy of the here and now.

Most of us would agree that it is far "better to have loved and lost than never to have loved at all." Most of us also (to recall another familiar quotation) recognize that "though much is taken, much abides." As we grow up, in short, most of us grow into an acceptance of the mutability of things. We realize that while change can bring loss and grief, it also brings growth, betterment, the fulfillment of hopes; and the alternative to it would be an intolerably static condition.

Thus while keeping our capacity to suffer sorrow and loneliness, we work this into a larger sense of our being part of the ageless drama of life and death. And we take on the responsibility of acting out, within that drama, a role that is not that of the spoiled child who demands to be an exception to all the rules of the universe.

Many persons, however, become emotionally trapped in the experience of looking backward. They find loss so devastating that they refuse to let themselves become again vulnerable to hurt by loving and being loved. Or they take pride in being inconsolable, feeling that an inability to recover from grief marks them as of finer stuff than ordinary beings. Or they so idealize childhood that they never seek out the rich possibilities of adulthood. Or they so lose them-

selves in daydreams of the home they have left that they are blind to the world around them. Hence they become less and less capable either of enjoying or of contributing.

The World's Spoiled Children

A second discrepancy is between what we want and what we can get. No one can ever have everything he wants. Early in life we learn, for example, that we cannot command the sun to shine because we have planned a picnic. Nor can we go two places at once or spend the same coin on two different objects or demand to have our own way and yet have the pleasures of friendly approval and companionship. A large part of the business of growing up is that of learning to choose, learning to "make do," and learning to do without. Only such learning can ever really underpin our ingenuity, our independence, our planfulness, and our sense of being in and of the human pattern of give-and-take.

Many individuals, unfortunately, never move into that pattern, never experience the steadiness and strength of it. Instead they continue all their lives to hit out angrily at a world that denies them any want or any satisfaction. Often, also, they continue all their lives to make self-excuse out of even the slightest limitation they have suffered.

Conscience in a Double Role

A third discrepancy—and one that is emphatically familiar to all mental therapists—is between what we are and what we think we ought to be. All efforts to outgrow our shortcomings stem from this awareness. No one, indeed, is more "dead" than the human being who is self-satisfied, who sees no need for any change in himself, any further development; who sees only, when things go wrong, that someone else has failed or sinned or been mean. A life in which conscience does not operate is like a fruit tree that is never pruned.

Frequently, however, we know, a certain kind of

conscience may be the very cause of an individual's defeat. If a person, for example, is too much disapproved of in childhood, is too sternly denied the right to make any mistakes whatever, is too often laughed at or told he is inadequate, his conscience may bear no realistic relationship to the kind of person he is but only to someone else's negative opinion of him. Where such is the case, the discrepancy between what he is and what he feels he should be cannot encourage sound growth. It makes instead for a nagging sense of guilt and unworthiness—and thus for destructive, self-centering anxiety.

Our Good Friend Sorrow

Last of all, there is the discrepancy between the real and the ideal, between the world as it is and the world as it might be if all human beings had a chance for full development. "Thy kingdom come, . . . on earth" is perhaps the deepest prayer we know how to frame. It expresses our compassionate and creative hunger for the better and our brave refusal to say that the less than good is good enough. An awareness of this discrepancy may make for deep sorrow—for the sorrow of a Jesus weeping over Jerusalem. Yet one who has never tasted such impersonal sorrow, such grief for life other than his own, cannot claim, in any human sense, to be grown up.

Again, however, we note the hazards: disillusionment, bitterness, a grim determination to force people into goodness.

What, then, are the uses of sorrow? Where it is soundly incorporated into our makeup, sorrow teaches us gratitude for the warm, dear experiences of life; teaches us to turn limited resources into "enough" by adding to them our own ingenuity and imagination; teaches us to feel what others feel in their times of sorrow; teaches us that the effort to outgrow our own shortcomings is basic to the sense of accomplishment. Finally it teaches us that our ideals need to send down deep roots into the world of reality, and then to take the width of heaven for their growing space.

EXPLORER'S WISDOM

Part of me remained forever at Latitude 80° 08' South: what survived of my youth, my vanity, perhaps, and certainly my skepticism. On the other hand I did take away something that I had not fully possessed before: appreciation of the sheer beauty and miracle of being alive, and a humble set of values. All this happened four years ago. Civilization has not altered my ideas. I live more simply now, and with more peace.

—FROM *Alone* BY ADMIRAL RICHARD E. BYRD



● *Whenever we try to get more money for films and film projectors, questions are raised about visual education. Is it worth the cost? Do children really learn better and faster with a film? I know that during the war the armed services used many films. Did they find them worth while?—Mrs. J. McM.*

Yes, indeed, the armed services relied heavily on teaching aids of all kinds. They still do. Recently I heard two members of the Navy's Special Devices Center give the first truly convincing evidence on the value of films in teaching that I have ever heard.

First, a little background. At Port Washington, Long Island, navy experts are devising and testing remarkable new training aids. This center also serves the Army and Air Force. All the military services face a problem common to schools: how to learn more in less time.

Take the M1 rifle. Every soldier must learn how to shoot this rifle with maximum accuracy. I saw a six-minute film that had been prepared to teach its use.

"Ordinarily the Army allocates twenty hours of training time for basic instruction in the use of the M1 rifle," said the navy expert. "The Army let us have two thousand trainees for a controlled experiment. To half of them we showed this film and film loops for detailed instruction. We took the films out on the range and showed them in tents. The other half of the men received instruction from the best instructors available but saw no films. When the range scores were computed, the men who learned the M1 rifle only through films racked up the best record. Films, *unaided by teachers*, taught these men better and faster."

(Let me explain that term *film loop*. It is literally a loop of film perhaps three or four feet long. It pictures some important detail—for example, how to squeeze a trigger. When an adapter has been added to the camera, this loop repeats the lesson endlessly. The trainee looks at it until the image fixes itself on his mind. He can imitate the action with his own gun as he watches the repeating picture.)

"But," one educator protested, "that may work—

when you teach skills. What about using films to teach principles and attitudes?"

"We don't know yet," admitted the researchers. "We are working on such problems, but we don't have dependable evidence."

The M1 rifle experiment is but one of many. Actually the Special Devices Center contracts with a number of universities for studies in audio-visual instruction.

In answering questions about the value of films you can use the following statements, based on sound research:

1. Films are at least as effective as other comparable means of instruction. Films alone can be used to teach factual information.
2. Motor skills that are at least as complex as operating a sound motion picture projector or performing gymnastic skills can be taught by means of films alone. An instructor can increase his effectiveness by using film loops to teach a skill to a group, while he devotes his time to coaching individuals.
3. The best teaching films are those prepared for a specific audience.
4. Films are most likely to be effective if they are integrated into the curriculum and if they are related to carefully formulated instructional objectives.
5. People learn to learn from films. When films are used as fill-in entertainment or when the content does not appear to the trainee to be pertinent to the course being studied, he is less likely to learn from them.
6. Trainees will learn more if printed study guides are used before and after film viewing.

For more evidence write to the Commanding Officer and Director, Special Devices Center, Port Washington, New York. Ask for the eight-page summary of *Instructional Film Research Reports*.

● *We have raised salaries three times, but we are still short of teachers. We vote money to train teachers, and as soon as they graduate they go to teach in another state. We entertain the new teachers, roll out the welcome mat. They leave. What can be done?*

—Mrs. D. N.

It may comfort (but not satisfy) you to know that the British, the French, and I guess most peoples

near and far utter the same cries. "Where shall we get science teachers?" I find the British asking in their magazines.

At the Atlantic City meeting of the American Association of School Administrators we heard that the number of emergency certificates issued is rising again for the first time since the war. Teachers in training total less than half the predicted job openings.

Why do fewer young people elect to teach? Is it salary? Only in part. Is it working conditions? Perhaps. Yet teaching as a job challenges young people as do few other occupations. Then why the shortage?

We must seek the answer, I think, in the extras industry offers. Did you see the picture published recently of the beautiful swimming pool provided for its employees by a Texas life insurance company? Does your school board provide severance pay? Probably not. But the major companies do.

Into our lives and our newspapers comes the term "fringe benefits." These benefits include all provisions for employees over and above salary: vacations, pensions, life insurance, hospital and surgical insurance, illness leave, severance pay, and so on. Every job, including teaching, carries with it some of these benefits. Indeed the long summer vacation has been one of teaching's chief lures.

A recent study disclosed that 736 employers now give their employees fringe benefits amounting to \$664 a year. What fringe benefits does your school system offer your teachers?

Howard G. Spalding recently compared the fringe benefits of twenty major industries with those provided by public schools. Here are some of his findings:

Pensions. Industry promises more because it tends to pay the entire cost of pensions.

Group life insurance. This is common in industry, rare in schools.

Hospital and surgical insurance. Industry does more.

Stock purchases. This is common in industry, impossible in schools.

Death benefits. A trend in industry, this practice is unknown in schools.

Vacations. Schools outdo industry, but industry is catching up.

Illness leave and compensation. "Some of the policies of corporations appear to be more liberal than those of all but a few school systems," says Dr. Spalding.

Education. Three of the companies studied provide a refund of half of the tuition of a previously approved course. Only a small number of schools subsidize advanced education, except in the form of salary increases for degrees.

These are but a few of the ways in which industry attracts and holds its employees. What shall be education's response? We can't give stock dividends, but we can provide hospitalization insurance, better illness benefit programs, and better pension systems. We can (and I know one school system that does) give a cash payment toward summer study or travel.

We can provide free lunches, as industry does in many instances. We can overhaul education's personnel policies. Industry plays trumps to win the best staff members. Education, too, must find trumps if it expects to attract and hold ambitious young people.

● *Our boy will graduate from high school this spring, and we are in a quandary about what kind of a college he should attend. He wants to go to the state university, but my husband and I think he would get more personal attention in a small college. Where would he get the best education?* —MRS. D. L.

Why not let your boy make the final decision, unless financial or other reasons dictate otherwise? With decision comes responsibility. If he accepts responsibility for his choice, he will be more likely to succeed.

As you talk it over, make it clear that any boy or girl can get a good college education in any institution if he or she is determined to have it. If a person has enough grit, sense of direction, and time he can get a good education in a library. So the selection of a college cannot be used as an excuse for not learning.

Now for some influential factors:

Staff. With few exceptions a large institution pays its staff more and therefore can command professors of higher attainments. But the student may come in contact with the leading professors only in crowded lecture classes or not until he reaches the upper years or the graduate level. In a small institution he will meet the best the college can offer in his freshman and sophomore years.

Courses of study. The small college offers a more limited choice. If the student can expect to specialize later at another institution and can spare the time for a general liberal arts education, then curriculum limitations can be overlooked. If, however, he wishes to hurry along toward some specialized career he can do this best in a larger institution.

Supervision. Every family wonders anxiously what its children will do when they leave the family roof. Yet if a youth can't be trusted away from home, he doesn't belong in any college. The large institution assumes that a student can manage his own time schedule, morals, money, and selection of associates. If he can't, he drops out. Much depends on how far your boy can be trusted, on whether he needs guidance for the longest step toward adulthood.

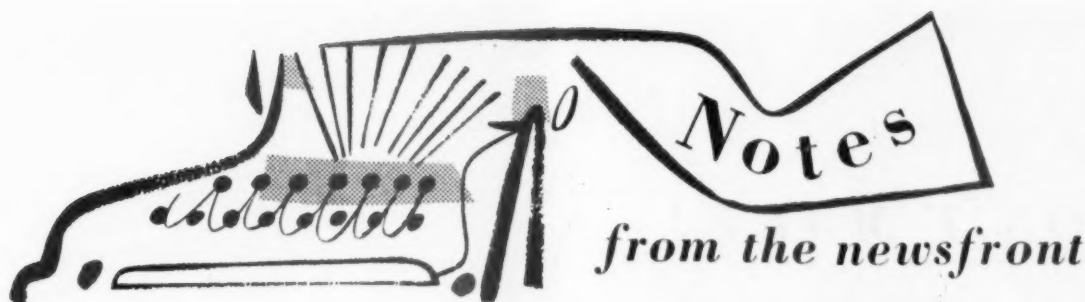
Friendships. Very important. What a student does to acquire friends depends on him. I think my friends who attended small private colleges enjoyed closer college friendships than did I, who went to a state university.

Some additional considerations:

Costs. Consult Lovejoy's *Complete Guide to American Colleges and Universities* or similar guides. State institutions tend to be lower in their charges.

Location. I happen to believe that a young person does well to go to another section of the country to see how other people live and think.

And in conclusion, remember that after the serious family debate is over, your boy will probably select the institution where he can be with his best friend—boy or girl.
—WILLIAM D. BOUTWELL



Tapping the Sun.—Old Sol is a vast powerhouse. On an average day in the United States his rays have a power equal in energy to forty tons of coal for each man, woman, and child in the country. How to put this tremendous energy to work is a problem scientists are tackling here and abroad.

Back-yard Beverage.—The do-it-yourself movement is showing signs of spreading to coffee growing. At least three hundred residents of Washington, D. C., are ready to raise the makings of their own breakfast brew. That was what the director of the Botanic Gardens in the nation's capital learned recently when he offered free coffee tree seedlings to District residents.

New Frontiers in Medicine.—Ten human beings who recently faced death or lifelong illness are alive and healthy today because science has given them new glands for old. The spare glands—adrenal, thyroid, parathyroid, and pituitary—were taken from human embryos and hooked into the patients' bodies. All the new organs are functioning well, though some of them were transplanted three years ago. Dr. Harry S. N. Greene of Yale University, where the experiments were made with the support of the American Cancer Society, said his research team would hold off more transplantings until follow-up studies of the first ten patients could be completed.

Banquet for Bugs.—Imagine, if you can, an annual building boom of two hundred thousand five-room homes. Such a construction project would certainly make short work of our present housing shortage. Yet the sad fact is that timber enough to build that many houses is destroyed each year by insects in the Pacific Northwest alone.

Scholars from Abroad.—Last year 33,675 students from other lands studied in the U.S.A. Of these, 34 per cent came from Asia and the Near East; 23 per cent from Europe; 23 per cent from Latin America; 14 per cent from Canada; and 3 per cent from Africa. The favorite field of these visitors was the humanities, with engineering a close second and agriculture at the bottom of the list.

Poe on the Program.—Whatever else Edgar Allan Poe had in mind when he wrote some of his horror tales, it is doubtful that he penned them as soothing bedtime stories for the sandbox set. At least, this is the conclusion one producer of television films has come to. When his series of Poe tales is released this fall, they will be telecast only by stations that agree to show them in the late evening hours when young children are likely to be in bed.

An Air-age Ailment.—Plane passengers high in the clouds may become victims of sudden toothache. This pain, says Dr. Floyd Penton of the University of Michigan Dental

School, is caused by changes in air pressure. The distress has been christened "high altitude toothache," or aerodontalgia.

Scrappy Subject.—The country's patchwork of divorce laws would come in for alterations if the findings of one opinion poll were put into effect. When interviewers in this cross-country survey asked, "Do you think divorce laws should be the same in every state?" the answer, twelve to one, was "Yes."

A Philosophy of Clothes.—A certain school nurse in Scarsdale, New York, goes about her health work dressed in ordinary garb. No uniform for her. "I dress just like anyone else," she explained in *New York State Education* for March 1954. "A uniform would set me apart, and I like the children to feel at home with me. . . . They come in freely, and I can do a lot of incidental health work as we chat."

Safe Wheeling.—The snows have blown over, and the skies are clearing; it's time to get out and enjoy spring. But before Junior and Sis mount their bicycles and wheel away, be sure they're safety-minded. Each year bicycle accidents take about six hundred lives. Most of these fatal accidents happen during the mild months, from May to October.

A Modern Ponce de Leon.—The search for the fountain of youth goes on eternally. A Princeton scientist, Dr. Gerhard Fankhauser, seems to have come upon interesting clues in his laboratory, where he has succeeded in controlling the "clock of aging" with some forms of life. Using hormones and chemicals, he has been able to prolong youth throughout an entire life span, and working in reverse he has brought on age overnight. Up to now he has accomplished his miracles on salamanders and newts.

Missing Rooms.—Almost 90 per cent of our grade schools have no kindergartens, and more than 50 per cent of our high schools have no art rooms.

Beavers of Illness.—Scientists have long known that some people are carriers of physical disease. Now a specialist in mental health education, Dr. Alfred Kamm of Carbondale, Illinois, tells us that some people are carriers of mental illness. These carriers may be children or adults, but wherever they go, their constant criticism, nagging, and belittling make those about them sad, guilty, anxious, or bitter.

Professional Caution.—"How much are two and two?" the teacher asked Tommy. Tommy, whose father is a weatherman, thought for a moment then replied, "Four—probably."

DON'T MAKE



**Hard
Work**

OF YOUR MEALS

"MY children start off to school without breakfast!"

"What about those after-school snacks that interfere with appetites for dinner?"

"My little girl doesn't eat as well as her friend Kathy, who lives next door. Should I worry about it?"

These and many similar questions or expressions of concern are familiar to physicians and nutritionists. They are typical of the problems on which parents of school children all over the country seek advice and help.

Sometimes these parents have been confused by different kinds of information. Father and Mother are told on the one hand that adequate meals—meals that supply nutrients for growth, with enough margin for stresses and strains—are essential to a child's health, now and in later life. On the other hand, they are told that children must have a relaxed attitude toward eating, if they are to enjoy good mental health instead of becoming neurotics, misfits, or mental cripples.

Just how seriously should parents take all this "nutrition talk," and what should they do about it?

Our answer is a simple one: Don't make hard work of your meals.

The truth is, an adequate diet is important. But since a varied and abundant food supply is now available all over the United States, it is possible

for everyone to be well fed, whatever his individual food patterns, habits, and customs.

You know of course, without being told, that your youngsters, when they are healthy, have a seemingly inexhaustible supply of energy. At times, too, they grow pretty fast. Both these facts mean that your boy or girl may need as many calories as the average man or woman, and more protein and body-building foods.

Food To Grow On

Now what difference does it make when children do not eat an adequate diet? Deficiency disease is one major result, but before that come impaired vitality, lowered resistance to certain infections, and fatigue. Our youngsters are building the physical foundation for the future, and it is important that their bodies have a good supply of essential nutrients for present needs. It is also important that they have enough left over to cover emergencies.

Rapidly growing children have a tremendous need for food. Again, parents don't need to be told that the ravenous appetite of Johnny or Sue is often a family byword. When the right foods are not available, Johnny and Sue are likely to fill up on "empty calories"—foods that supply calories and little else. Children who do this may be of normal weight, or



© Bloom from Monkmeyer

they may be overweight, but there may also be serious deficiencies, such as poor muscle tone, nutritional anemia, low-grade infections, or lack of normal growth.

Cheer Belongs on the Menu

The emotional climate of eating is important too. Food problems are rare in families where it is taken for granted that everyone—Dad, Mother, and the children—will eat the food served; where mealtimes are pleasant and not occasions for airing grievances and recounting troubles.

The eating habits of adults are frequently handed on down to the children, not by inheritance but by example. If Father won't eat green vegetables, too often Johnny won't either. If an adored older sister is reducing without adequate guidance and skips breakfast, small Mary may not be hungry for her first meal of the day.

Contrary to what many people still think, the same meal can fit the needs of all ages. True, the size of a serving can be tailored to fit the individual, and those with a "coming appetite" will be more likely to eat enough if the first serving is small and a second provided. The underweight should add more bread and butter or margarine. They can put gravy on their meat and sugar on their cereal. They can be served

Of course every homemaker wants to serve meals that rate an A in nutrition. Well, that's not as hard a job as some of us think. Meals to meet the needs of each member of the family can be planned—and without chaining Mother to the kitchen stove for hours every day.

Norman Jolliffe, M.D.,
and
G. Dorothy Williams

larger helpings of dessert. These same foods should be limited or omitted for the overweight.

Fortunately, then, for you whose job it is to plan and prepare the food, the same meal plan will do for everyone. In fact, you can use the same plan for each of the three meals, 365 days of the year. Breakfast, lunch, and dinner—or breakfast, dinner, and supper—are as important for the children and for their fathers and mothers as are the other essentials of healthful living.

A Basic Meal Plan

What does breakfast mean in your home? A hurried meal or none at all? Or does each member of your family have an orange or a grapefruit or their juices; a complete protein food like an egg; bread, rolls, or toast with a favorite spread; and, depending on his energy needs, whole grain or restored cereal with milk, together with milk or a milk drink for the children? The difference between no breakfast or a poor one and a nutritionally adequate one is spelled out in energy that lasts during the whole morning. It is spelled out also in fewer accidents; in less discouragement and fewer headaches; and, finally, in the assurance that about one third of the day's food requirement has been supplied by the first meal of the day.



© H. Armstrong Roberts

Where do the different members of your family have lunch—at home, at school, or at business? Again the same general pattern fits each one, whether he is eight or eighty. It's only the amounts of food that need to differ.

And what is that pattern? It should include a complete protein, such as meat or fish or eggs, or cheese in a sandwich; a salad or "made dish," with bread and spread; a raw vegetable or fruit; and milk or ice cream. This goes for you, too, Mrs. Homemaker. (Of course, if you are reducing you will naturally use skim milk and watch the size of your portions.) An

adequate lunch helps forestall that "five o'clock feeling" and prevents the fatigue that comes when we haven't eaten the right kind or the right amount of food.

Daily Check List

Dinner is usually a more satisfying meal than the other meals of the day. It should consist of a main dish of meat, poultry, fish, or eggs; potatoes; one cooked and one raw vegetable; bread and butter or margarine; and a dessert. Sometimes, to be sure, you'll have spaghetti and meat balls for the main dish, or rice and chicken and gravy, but once more the pattern is the same.

The individual foods and the way they are cooked vary from family to family and from day to day. But if the nutritional value is to be high, there must be at least one serving of a complete protein in every meal; that is, meat or fish, poultry, milk, cheese, or eggs. Every day there must be at least one serving of a green or yellow vegetable and other vegetables too. Orange or grapefruit and tomatoes, along with other fruits, should be served at two or three meals or for in-between meal snacks. These foods in adequate amounts, plus milk as a drink or in other food, bread and cereals, and additional fats and sweets for those who need the calories mean good nutrition for all the members of the family.

Norman Jolliffe, M.D., and G. Dorothy Williams are both on the staff of the bureau of nutrition in the New York City Department of Health—Dr. Jolliffe as director of the department and Miss Williams as supervising nutritionist.

CHILD HEALTH DAY—1954

This is the twenty-sixth year in which May 1 has been designated as Child Health Day by Presidential proclamation. It is the twenty-sixth in which the National Congress of Parents and Teachers has joined with the U.S. Children's Bureau in urging parents, teachers, and friends of children everywhere to set that day aside for fitting observance. Mrs. Oveta Culp Hobby, Secretary of the Department of Health, Education, and Welfare, has announced that Child Health Day this year will also be known as Family Play Day, because "healthy families make a healthy America." Since May 1 falls on a Saturday she suggests that parents take advantage of the weekend period "with the kind of outings, picnics, and other forms of family entertainment that have always been characteristic of family life in America." In celebrating this occasion, she continues, "we are making special note of the need to remember and to work toward the spiritual, intellectual, and emotional health of the nation's children."

PLAYGROUNDS

WITH A PLUS VALUE

A visit to Stockholm gave the author an opportunity to study the wonderful children's playgrounds for which this Scandinavian city is famous. It also gave her an idea for a unique P.T.A. project, which could be carried out on any one of the excellent playgrounds in this country.

A PLAYGROUND may be an imaginative outdoor workshop, with provisions for the many different interests of childhood, or a mere hodgepodge where children of different ages and sizes encroach upon each other. It may be an inspiring invitation to adventure or a cement-floored, barracks-like place, furnished only with the usual swings, sandboxes, rings, and slides.

If you lived in Stockholm, Sweden, your child would be assured of playgrounds that are varied, enticing wonderlands for children of all ages. The crowded city is dotted by these expanses of green grass and shady arbors and trees, linked together by beautifully landscaped parks. Rugby and football fields are set off by themselves, as are wading and swimming pools. For the tiny tots there are areas of inviting green where mothers may leave their little ones under supervision.

I watched the three- and four-year-olds in a gymnastic group—bending, jumping, running in a game of leapfrog—while the patient instructor saw to it that every little leg somehow made each hurdle. A tumble on the soft green grass added to the sport.

The small child's desire for adventure, discovery, and exploration is satisfied with a unique device called "play sculpture." Made of cement, this huge, monumental piece lies sprawled on the ground, like a fossilized prehistoric creature. The children crawl in and out of the gigantic, yawning mouth and use the long thighbone of their cave man as a slide. Small holes in the head permit tiny onlookers to see what is going on inside. Frequently a timid one becomes brave enough to venture an interior tour after observing the courage of his playmates.

Another very popular area is the "junk playground." Here I saw boys from nine to the early teen ages busily at work building their own shacks.

"This," the supervisor informed me, "is our play-

ground for aspiring architects. You may laugh when I tell you that often they sell these 'dream houses' while under construction. Huge packing boxes, piano crates, and scrap lumber supply the needs, but material from torn-down buildings is also used."

One of the most unusual and exciting features of these playgrounds came into being after a ten-year-old girl sat down and dashed off a letter to the Playground Association:

"Why," she wrote, "do you do so many things for boys? Why couldn't the girls have a playhouse?"

The association got to work on the idea, and now there are ten little houses and a small storeroom of play furniture and household equipment. Any little girl may reserve one of the playhouses either for morning or for afternoon. Usually the reservation includes two or three friends and smaller brothers and sisters, to complete the "play-mother" idea. Many little housewives bring their own draperies and toys. As a homemaking project this playground has been most successful.

At times a more enterprising child uses one of the houses as a grocery market. The shelves are stocked with empty cartons, fruit cans, and boxes filled with sand or paper. The selling price is comparable with what Mother pays at the real market, but the medium of exchange may be old streetcar transfers for paper currency and pebbles for coins.

A student teacher and one mother supervised the checking in and out of materials the day I visited this project, which I felt could be efficiently handled by any two mothers in a parent-teacher group. As I watched, I was sure that a few civic-minded citizens and a wide-awake P.T.A. could establish one or two such community playgrounds with very little financial output and very considerable rewards.

(Continued on the following pages.)



© C. G. Rosenberg

Youngsters of all ages and sizes may splash about in these wading pools, then dry off in the exercise area beyond.

PLAYGROUNDS

WITH A PLUS VALUE



© C. G. Rosenberg

A typical Swedish playground, with a circular wading pool and play equipment much like our own. The tile-roofed buildings in the rear offer shelter for rainy-day games and sports.



© Anton Paulsson

House-cleaning time brings a full gallery of observers to the playhouse playground.



© Anton Paulsson

The playhouse playground, built as a result of a ten-year-old girl's plaintive query: "Why do you do so many things for boys?" Here young homemakers act out, in vivid make-believe, the daily events of home and community life.

Often a playhouse is temporarily transformed into a grocery store.



© Anton Paulsson



© Eric Rosenberg

This fascinating piece of play sculpture attracts many young adventurers, who climb, tumble down on the soft sand, or explore its yawning caverns.



© Nassan Photo

These enthralled youngsters are listening to a story read by their teacher, Mrs. Ruth Johnson Clements, who in 1948 was awarded a student scholarship by the New York State Congress of Parents and Teachers.

THE morning mail was in. A young girl quickly looked through the assortment of envelopes that she had dug out of the family mailbox. She spotted one big envelope labeled "Important." It was for her. She opened it and scanned the message inside.

What good news! What unbelievably good news! She could go to college in the fall. The sizable check she'd just received removed the last big stumbling block—lack of enough money.

Every year hundreds of students throughout the country hope for the kind of news this girl received, news that answers the question "Can I go to college?" Actually that question often boils down to an immediate problem: "Can I get money for college?"

For a great many capable students the answer is yes. It is a reply given by parent-teacher organizations throughout America. They're putting into mailboxes letters that, in effect, say to prospective college students, "Go ahead. We're for you. We're with you, and we're sending you something to prove it." These happy tidings take the form of loans and scholarship checks totaling thousands of dollars a year.

Since the mid-twenties the National Congress of Parents and Teachers has urged its state branches to set up funds for student aid. During the depression P.T.A. treasuries helped many students. In those years of thin purses, student aid programs were sometimes financed with pennies. Members who went to state conventions then will recall a ceremony that routinely wound up the sessions. When the gavel came down on the last meeting, delegates would rise

Dollars for Scholars:

P.T.A. Investment in Youth

and file past a big box, into which each one would drop a brown copper. The thin clink-clink of pennies continued until the last member had gone by.

It was a hopeful sound—that steady clinking of pennies—for the mounds of coppers gathered during those marches kept many boys and girls in school.

The clinking of the penny marches ended when the depression eased off, but better times didn't bring guarantees of higher education for all capable young people. Even in lush years the bugaboo of money hovers over hopes, threatening to close college doors to deserving students. Well aware of this, many state congresses have set aside funds for one type of investment only—a college education for young people.

Just how circumstances can stymie college careers is a story that is told again and again in letters from students applying for loans and scholarships. Sometimes a family income sufficient for ordinary needs will not stretch over extraordinary expenses. One applicant, whose mother and father were already carrying a staggering financial load, wrote:

I am a member of a family of eight children. Four of us are pursuing full-time courses in colleges and universities. To make ends meet is a difficult task for my parents.

Sometimes misfortune strikes, and a student who has been managing well single-handed can no longer go it alone:

My waitress job, together with the money I would have made this summer, would have carried me through the next school year. However, I have had an appendectomy and will not be able to work for at least a month and perhaps not all summer. This will lower my funds for school, maybe to the extent that I cannot go back.

Or sometimes family support suddenly stops, leaving a student almost stranded financially. This happened to one scholarship applicant:

My brother has worked faithfully for three years in order to carry out the plans we made long ago to send each other to school. Everything ran smoothly until he received his draft notice.

Or college plans may crumble when a breadwinner dies:

Last summer my father died. We are no longer assured of a steady income. I have exhausted my savings. Please accept my application for the scholarship.

Most of the student aid offered by state congresses is going to future teachers. The number of them now getting this assistance runs into the hundreds. Add to that the hundreds who are already teaching, thanks to parent-teacher loans and awards received during their college years, and you'll get an idea of what these funds are accomplishing.

Without such help many of these young people would have been lost to the teaching profession. As it is, you'll find former winners of P.T.A. awards at work in classrooms from kindergarten through high school, teaching almost any school subject you can name—music, home economics, social studies, business education, speech. Some are counseling; others are working with physically handicapped or mentally retarded children. One thing is sure: Without these loans the teacher shortage would be even more acute.

THE California Congress has long been a good friend of students in all branches of learning. Its broad program of student aid goes back to 1925. Since that year high school graduates studying in any field have been able to turn to the congress for help. Today it is remembered gratefully by artists, musicians, doctors, dentists, journalists, and engineers as well as teachers.

California offers students two kinds of cash assistance: loans and outright gifts. The loans are open to any worthy, needy high school graduate studying in any field. Repayment is expected in easy installments after the student begins working.

Like many state congresses, California levies no

interest on its student loans, but sometimes unexpected bonuses are slipped into an envelope, like that from a grateful young woman who wrote:

Enclosed is a bank draft that will complete payment of your loan to me when I was in my last year of medical school. The extra fifty dollars is a token of thanks, to be added to the fund with which you do such excellent work.

California's first cash gifts—fellowships and scholarships—were awarded in 1945 to encourage students to prepare for elementary school teaching. Since then the list has been extended, and today these awards are going to students of nursing, international relations, library science, special education, counseling and guidance, and secondary school teaching. Awards range from three hundred dollars for elementary school teacher education to two thousand dollars for training in international relations.

Though students are not expected to repay this money, the awards generally carry a commitment to work in California for a year or two, depending on the scholarship. Winners of fellowships in international relations agree to serve in the government for a year.

How are these projects financed? By gifts and through honorary life memberships in California's almost three thousand P.T.A.'s. These memberships honor men and women who have given outstanding service to children and youth.

This year the California Congress has earmarked seventy thousand dollars for student loans and forty thousand for scholarships and fellowships. Since 1925 this congress has invested almost half a million dollars in students. And it all adds up to many fulfilled dreams and a wealth of trained young talent on which the people of California can draw.

Let's look at the program of some of the other state congresses.

Illinois offers four types of help—Golden Jubilee scholarships, budgeted scholarships, scholarships to students in special education, and loans. The Golden Jubilee scholarships commemorate the fiftieth anniversary of the founding of the Illinois Congress. The first of these were awarded in June 1950. Each recipient receives \$250 a year for four years. Originally



the program was set up for four years only, but in April 1953 delegates at the annual convention voted to extend the program for five more years. Every year

"Support the scholarship fund maintained by the state congress to aid highly qualified young men and women who wish to prepare for teaching."—From the Action Program of the National Congress of Parents and Teachers.

for nine years this congress will award a Golden Jubilee scholarship to a high school graduate in each of the thirty-two districts of the Illinois Congress.

Students who accept the awards must agree to teach in Illinois one semester for each year of the award. If a student fails to complete the teacher education curriculum or fails to teach in an Illinois public school for the agreed length of time, the money he has received becomes a loan payable to the Illinois Congress within five years after he leaves college. This program, which will cost some \$286,000, is supported wholly by contributions from individuals, congress units, councils, and the treasury of the Illinois Congress.

Each year the Illinois Congress also budgets scholarships totaling eighteen hundred dollars. Six hundred dollars of this amount goes to the University of Illinois and two hundred dollars each to five other state colleges and Chicago Teachers College. The institutions themselves award the scholarships to needy students who plan to teach.

For students training in special education, the Illinois Congress has set up scholarships amounting to twelve hundred and fifty dollars. These funds also are given to institutions and administered by them.

The New York State Congress made its first student loan in 1925. In 1946 the state convention voted to transfer fifteen thousand dollars from the loan fund to start a scholarship fund for elementary teacher training. Although it was begun in 1947 as a one-year project, the congress voted the next year to continue the scholarships indefinitely. Known as the Jenkins Memorial Scholarship Fund for Teacher Education, it was established by Mrs. Clifford N. Jenkins as a living memorial to her son, who was killed in World War II.

These scholarships are for general training in elementary education only. They yield twelve hundred dollars each, payable at three hundred dollars a year for four years. Since 1947 the New York State Congress has invested more than a hundred thousand dollars in teacher education. At fund-raising events the favorite slogan is "Give—that more may teach!"

In Pennsylvania, Golden Jubilee scholarships totaling almost thirteen thousand dollars have helped more than twenty-two students prepare to teach in

elementary grades. This state also has a memorial loan fund for students who wish to become elementary school teachers. At present there are more than three thousand dollars in this fund, which is supported through state life memberships.

During the past five years the Texas Congress has awarded about ten thousand dollars in scholarships to fifty students. Awards of two hundred dollars are made to students in their junior or senior year. No repayment is required, but students are expected to teach in Texas one year for each year of the award.

Since April 1949 the Indiana Congress has paid into its scholarship fund more than \$14,500, and fifty-eight students have benefited. This year the Missouri Congress will spend \$17,250 on student aid. The congress awards five scholarships a year, each worth \$300 annually for four years. Several \$100 scholarships are also offered for summer or short-term courses in teacher education.

These are some examples of what congresses all over the country are doing. And outstanding work is also being done by P.T.A. councils and large local associations.

WHAT do these impressive facts and figures mean? First of all, they speak eloquently of the foresight and generosity of thousands of P.T.A. members. These men and women are helping to conserve the most valuable treasure of any nation—its human resources, especially the talents of its youth.

But the young people themselves, how do they feel about their scholarships? What does it mean to them to have a door thrown open—a door that they could not push open alone? Their thank-you letters, coming from homes, from summer camps, from oil fields (where some of them take temporary vacation jobs), are a blend of elation, gratitude, and sober reflection.

Here is what a Missouri girl wrote:

No words could express my happiness! My scholarship means more to me than just money. It means that some people care whether or not I become an elementary teacher. They care so much, in fact, that they are willing to risk \$1,200. To my Missouri P.T.A. I say thank you.

From a student in Illinois:

Now that the uncertainty is over and the much-hoped-for scholarship is in hand, my plans may move forward. I realize that this sum of money is more than a gift; it is an investment in my future. I hope to prove that the money is not being wasted. I feel that this is the only way I can really show my gratitude to those who have shown such faith in my ability.

And here are the thoughts of a student when she received her last scholarship check:

I am happy that this is my last check. Now I'll get to make use of that money spent on me. I want to thank you for your gracious help in putting me through school. I hope I am worthy of this honor.

The years between registration and Commencement Day present a heavy crop of bills. Scholarship checks, even the most generous, are hardly ever big

enough to cover all a student's expenses. Usually the awards are applied to tuition or room and board, but one check enabled a girl student not only to replace her threadbare winter coat but to pay off a doctor bill.

To round out their budgets many scholarship holders take jobs during vacations. The girls work in libraries, laboratories, nursing homes, or as baby sitters and waitresses. The young men may sweat it out in oil fields, on railroads, in newspaper offices, in summer camps. One student majoring in music traveled with a dance band, playing bass fiddle.

Though the scholarships may not pay all the bills, they can be what an Ohio teacher called the "little extra boost" that makes it possible for a young person to go to college. A counselor in California who had received such a "boost" described it this way:

In my work in psychology and counseling I often run upon cases where an individual is faced with a problem he can't seem to find an adequate solution to—like a man climbing a long hill and lacking the strength to make the top. At such a time a little help, or the lack of it, may make a complete difference in his life. This was my case.

To see only the cold cash in this picture is to miss an important part of it. Parent-teacher groups are giving students more than currency for bills. Along with the money comes a reserve of encouragement and confidence on which students can draw in low moments. As an Indiana teacher, once a scholarship holder, wrote:

If there were times of doubt and fear—and there were—the thought of these people behind me helped me to overcome such fear.

And one of her colleagues put it this way: "The true value of my scholarship was that intangible something that says 'Go on. You can do it.'"

As a young teacher told a convention of the Ohio Congress: "All students experience doubts. They are encouraged and inspired by someone or something. Naturally I wanted to succeed because of my parents, but more than that I wanted to confirm the confidence placed in me by a group."

Release from money worries makes study easier and fun possible. Wrote one student:

I could devote my time to studies with confidence. I also felt free to enter into the many activities of the campus, that phase of college life which is very important for potential teachers.

How can the returns on these investments be reckoned? Who is reaping the harvest? First, the scholarship winners themselves. They're getting a chance. A girl who had just received a four-year award from the Missouri Congress said, "No words could express my happiness, for I was given *my chance!*" These students need not feel the resentment that sometimes gnaws at those who go into the world feeling cheated of their opportunity for more education.

Scholarship holders, too, have the satisfaction of striving toward a goal of their own choosing, of putting their talents to the kind of work they want to do.



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Two of the deserving young people whose education for the teaching profession was aided by scholarships from the Illinois Congress of Parents and Teachers: Mrs. Hallie Hoffman Hoffarth and Jerry Tarantino.

The communities in which these graduates live and work share in the dividends. These communities get the services of well-trained men and women, who often pay back to society many times the cost of their education.

The parent-teacher movement also reaps benefits, as scholarship holders get a new appreciation of what that movement means. One Indiana student declared: "I have become much more aware of the National Congress of Parents and Teachers and of the Indiana Congress, of some of the goals they are striving for, and the work they are doing." Who can measure the influence such an appreciation will have on the quality of this young teacher's work?

Already some of the new graduates are bringing their freshness and enthusiasm to parent-teacher gatherings. Members who attended a recent convention of the Ohio Congress heard talks by four young people, the first to receive scholarships when the program started five years ago. They are now out of school and on their first teaching jobs. Missouri's scholarship holders, too, have addressed conventions.

Perhaps the richest rewards may really be reaped by the children who come in contact with the former scholarship winners. These boys and girls may have a teacher who makes learning exciting or a school librarian who makes books come alive or a school nurse who inspires them to treasure their health. The indirect influence of a parent-teacher award on a child need not be dramatic. It can reach out to touch him silently when he picks up a newspaper and reads there a piece of writing that is a bit more thoughtful, a bit more vivid, because a parent-teacher group—sometime, somewhere—gave a young journalism student a chance.

As long as parent-teacher organizations keep mailing envelopes marked "Important" and enclosing messages that bring trust, encouragement, and financial aid to deserving young students, the lives of many people are going to be far different for it.

"A Guide for Discussion" appears on page 37.

A Play Is Worth a Thousand Speeches

Helen Hayes

It's unfortunate, but when you are trying to help a child with an emotional or physical problem, love alone isn't enough. Love, of course, is the basic ingredient for solving any human problem. But merely *wanting* to do what is right is not enough. Love sometimes needs, in addition, the guidance of objective understanding.

That is why I want so much to tell you about an exciting new three-dimensional educational aid, although this is really a rather formal term to use in describing the play *New Fountains*. It is the story of a young girl who learns to live with the fact that she is physically disabled. It is the story, too, of a mother who nearly stifled her child with love and attention—before she came to realize what was truly best for that child. The action, centering around the home

and school, opens "new fountains in the human heart."

This play brings together the two most absorbing interests of my life outside my family: the American Theatre Wing and the National Foundation for Infantile Paralysis. As president of the American Theatre Wing and national chairman of women's activities of the National Foundation, I was thrilled when these two organizations commissioned Lee Gilmore to write *New Fountains*, the most recent addition to the Community Plays series.

I feel that all of us are morally obligated to do everything we possibly can for those who have been so unfortunate as to be stricken with polio just at a time when development of a trial vaccine may bring victory over this terrible disease. The reason



A dramatic moment in *New Fountains* when an overly anxious mother refuses to let her daughter take charge of plans for the high school senior prom.

The healing that goes on in hospitals can be undone at home unless the patient's family and friends understand and play their part. To help the disabled move steadily toward well-being, a new drama is hitting the boards. A distinguished star of the theater tells how this play and others like it are opening the curtains on deeper understanding.

I have not worked in the "live" theater this year is that I wanted more free time. I wanted to do everything I could to help bring about that victory—and to make sure that the polio patients of previous years do not become the forgotten men of tomorrow. *New Fountains* is "my play" for this year, and I hope it will get the widest possible attention all over the country.

Let me tell you a little bit more about *New Fountains*. It dramatizes the problem of a young girl who learns that for a long, long time she won't be able to walk without crutches. The girl is a polio patient, but she might be any youngster, any one of the millions of handicapped people in our country today who need genuine understanding rather than quick sympathy. She might be the pretty little blonde in your block who used to be a cheer leader before that automobile accident. She might be in your daughter's class in high school. She might even be your own daughter.

Drama for Heart and Head

Whatever personal meaning she will take on for you, the girl in the play is someone you want to help, and I think the play will show you how you can. As a means of interpreting life, the living drama has never been excelled. Nothing—not words or pictures or speeches—can present a problem in human relations as clearly or as forcefully.

Perhaps the most wonderful thing about *New Fountains* is that all of you can use it in your communities. It was written to help civic groups interpret the problems of the handicapped to their friends and neighbors. It is ideal for production by amateurs—little theater groups, high school boys and girls, college drama students. I've seen it done many times, and I want to assure you that it does not need a star or skillful, highly trained actors. The play has a beautiful simplicity. It requires only careful mastery of the lines and a sincere delivery of them. Like the other Community Plays it needs few props and no special effects, not even a curtain or a real stage. De-

tailed directions for actors are included in the script. This simplicity, I think, is greatly responsible for the play's success.

Another reason for the strong appeal of *New Fountains* is that members of the audience quickly identify themselves with the characters in the play and thus gain insight into their own attitudes.

Let me give you an example of this. I know a woman, a wonderful, loving mother, whose child was crippled with polio. The youngster was doubly handicapped because of the mother's overly protective attitude. Those of us who had learned, through force of circumstance, about the care of polio patients tried tactfully to tell her that she was handicapping her son, but she never seemed to understand. She loved him, and she was expressing her love in the best way she knew. Only it was not the most helpful way for her child.

Then she saw *New Fountains*, which dramatically depicts a too protective mother, and she was able to relate the experience to her own behavior. I am happy to tell you that she began to change, and as a result there has been a marked improvement in the emotional well-being of her child.

Unlike the usual play, *New Fountains* doesn't end when the curtain falls. The audience remains seated, and a discussion leader takes over for the second half of the program. Everybody has a chance to ask questions, express opinions and ideas. The whole group shares in a creative experience that is an extension of the drama itself. As members of the audience "take the stage," the play gains in depth and meaning, and a lesson in human relations is more clearly revealed. The evening's program points up the fact that not only the disabled person but all those close to him have difficulties to overcome if he and his family are to lead a satisfying life.

Of course, with rare exceptions people do not judge the physically handicapped on the basis of their handicap alone. Few of us are deliberately unkind or unfair. But most of us grow up with preconceived notions that, depending on our emotional makeup, evoke feelings ranging from pity to revulsion. It is just such notions that must be uprooted, if we are to encourage disabled persons to become useful, productive members of the world in which we live.

Don't Double Their Handicap

I myself met polio in a tragic way. Since then, I have been very close to young people who have been stricken with this crippling disease. I have talked with patients and their families at the Children's Medical Center in Boston and the Mary MacArthur Memorial Center in Wellesley Hills, which occupies a very special place in my heart.

All over this country there is much to be done for the physically handicapped, to help them return to



Helen Hayes chats with Gloria Helm of Wellesley, Massachusetts, a patient who sings professionally from a wheel chair. The conversation took place at a conference of state women advisers of the March of Dimes organization. Miss Helm sang "Look for the Silver Lining," theme song of the 1954 polio fund-raising campaign.

the everyday world. I have seen many young people discharged from the New York State Rehabilitation Hospital, after making their maximum physical recovery. But often they begin sliding back, both physically and spiritually, and eventually they reapply for admission because they have been unable to adjust to their families and friends.

At the Georgia Warm Springs Foundation, I have enjoyed and applauded the "wheel-chair revues," in which youngsters in their mechanical chairs do beautiful, stately minuets with great pleasure and high spirits. And I have prayed in my heart that when these same youngsters got home, their families would applaud and accept them on their own terms—as exuberant boys and girls, not as cripples to be watched and waited upon.

This, then, is the poignant message that *New Fountains* brings to all of us: Accept the disabled person for the individual that he is; don't write him

off as a "type." Permit the free expression of the human spirit. Don't thwart it with a love that is too solicitous, too protective. Wherever this play is produced and discussed, I know it will add to our understanding of human relations.

Any community group throughout the country, with the exception of those within a fifty-mile radius of New York City, may produce this and the other American Theatre Wing Community Plays. You can obtain copies of *New Fountains* and the accompanying discussion guide without charge from the National Foundation for Infantile Paralysis, 120 Broadway, New York 5, New York. If you live within fifty miles of New York, you can make arrangements for bookings of professional casts of Community Plays. For full details, write to American Theatre Wing Community Plays, 351 West Forty-eighth Street, New York 36. Eugenie Chapel, executive director, will, I am sure, answer any questions you may have on your mind.

You might also be interested in the many other fine dramas in the current repertory of Community Plays: *And You Never Know*, about a child's jealousy of a more attractive younger sister; *The Case of the Missing Handshake*, about a typical small girl's rudeness and bad manners; *Random Target*, about the aggression and hostility of a ten-year-old boy; *The Room Upstairs*, about the problems of old age in a family setting (all these by Nora Stirling); and *To Live in Faith* (by Esther M. Hawley), the story of the UNESCO gift coupon plan.

These plays are sponsored by a variety of national and local organizations—the National Association for Mental Health, UNESCO, the National Foundation for Infantile Paralysis, and other health and welfare groups.

The primary purpose of all Community Plays is to help parents and young people gain insight into themselves and others and the world in which they live. Besides that, each play is fun to act in, entertaining to see, and absorbing to talk about after the performance.

Please let me say again that in putting on these plays amateurs should not be frightened by their own lack of dramatic experience. In this case "the play's the thing," not the actors. Many years ago, when I was a child living in Washington, Mother told me not to worry my head about billings. She said, "The audience will star you if you are a star." And I am confident the audience will star anyone who plays a role in *New Fountains* or any of these stimulating Community Plays.

Helen Hayes, one of the great ladies of the American stage, has devoted herself to the fight against infantile paralysis ever since the tragic death of her daughter, Mary MacArthur, from that dread disease.



Books



in review

SIGNALS FOR SAFETY. National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11. 50 cents.

You can teach a child safety. You can make his surroundings safe. This pamphlet, checked for accuracy with leading experts in the field, tells you how to do both in the home, the school, and the community. It invites you to make a complete tour of your home from basement to attic, checking for hazards as you go. It charts similar tours of inspection for school, farm, and community and presents many clear-cut suggestions for insuring safety in each of these settings.

The booklet is concerned with making safety not only a habit but a way of life. How far do we still have to go to reach this goal? The yearly accident toll noted here is one measure of the distance. In a recent year accidents killed ninety-five thousand persons and injured about ten million—three hundred and fifty thousand of them for life. If these totals are too big to jog your complacency, some of the line drawings may draw you to the edge of your chair as you contemplate the results of carelessness or just plain lack of foresight.

Signals for Safety brings together many precautions that should be part of the working knowledge of every parent and teacher. It also has a wealth of specific suggestions for P.T.A. safety committees. Step by step the signals are set forth in such a way that the effect upon the reader is one not only of soundness but of confidence that safety can indeed become a way of life.

CRESS DELAHANTY. By Jessamyn West. New York: Harcourt, Brace, 1953. \$3.75.

This book begins on a dying October day in the life of twelve-year-old Cress Delahanty. It closes on a February day four years later when the yellow violets are blooming and Cress looks out on a world "burning with a green fire." The four years between are years of Cress's growing up on a citrus ranch in southern California—years of school, of Cress's early loves, of the changes in her as a daughter and granddaughter.

In telling Cress's story a sympathetic author has sounded out the humor and the pathos of adolescence, and both the laughter and the sadness are deepened by memories that Cress awakens in readers who have passed their own teens. In recent years novelists have given us many vivid portraits of adolescents. Cress Delahanty makes a striking addition to that gallery of the growing.

JOHNNY JACK AND HIS BEGINNINGS. By Pearl S. Buck. New York: John Day, 1954. \$2.50.

Johnny Jack was five years old and full of questions. All day long he asked his mother "Why?" "Where?" "What?" But it was only after his dog Louise had puppies that he really began to wonder about beginnings. Where had the puppies come from? Where were they yesterday? For that matter where had he come from?

The question astonished him, and he ran straight to his mother in the kitchen, where she was making cookies. "Where was I when I wasn't?" he blurted out. It took her some time to understand what Johnny Jack wanted to know, but once she understood they talked a long time together, Mother making cookies and Johnny Jack asking question after question that popped into his head.

Grownups will not soon forget this story, nor will the five- to eight-year-olds for whom it was written. It is the story of the puzzlement of a child asking his first questions about birth and beginnings. And it is a story that does not overlook Johnny Jack's feelings. These are honestly faced, whether they are the disconcerting feelings that sometimes accompany his discoveries or the comforting reassurance that he senses when he munches fresh-baked, still warm cookies.

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The following review is by Harry A. Overstreet, noted author of *The Mature Mind* and *The Mind Alive*.

BUT WE WERE BORN FREE. By Elmer Davis. Indianapolis: Bobbs-Merrill, 1954. \$2.75.

At the time of writing this, Elmer Davis's book is number two on *The New York Times*' and *The New York Herald Tribune*'s best-seller lists. This leap to top place in only a few weeks is one of the most heartening things that have occurred in this anxious and confused decade. Countless Americans are taking time out to meet Elmer Davis on the printed page and to follow his clear and courageous mind "through the perilous night."

It was high time it happened. The air had been murky too long. We had grown into the habit of looking over our shoulders when we spoke, of dodging around corners. It was time for some dependable mind to get us back to the good old American habit of not being scared to speak out in the open.

The book is a joy to read—first, because it is highly and excitingly readable; second, because it has a calm, devastating way of calling a spade a spade. And what spades they are! In the chapter "Grandeurs and Miseries of Old Age" Elmer Davis tops all the essays that have been written in celebration of old age by boldly suggesting that this is the time for sticking out one's neck. We should not, he thinks, ask young people to do this (unless they yearn with a passion of deep sacrifice!). We should not, while we live in our comfortable retirement, expect them to take the full brunt of the accusations, lies, innuendoes, and mean intolerances that cut athwart their careers. We who have had good lives, and long ones, ought to be willing to take a chance and go down fighting for the decencies!

He ends the book with a sobering chapter, "Are We Worth Saving? And If So, Why?" which should be prescribed reading (self-prescribed) for every American. For on how we answer that question hangs the fate of pretty much everything we care about in this land of ours. This is a chapter to read prayerfully after the children are put to bed.

101

Questions

ABOUT PUBLIC EDUCATION

Committee on School Education

National Congress of Parents and Teachers

John W. Studebaker, Chairman

A year ago, assisted by state presidents and other parent-teacher leaders, the Committee on School Education asked parents throughout America to decide what questions about education and the schools seemed most serious and important to them. Hundreds of these queries came flooding in to the committee from almost every state in the Union. From among them 101 were selected as most representative of country-wide concern. The answers are appearing in a series of articles, of which this is the seventh.

70. How can courses on parent-teacher relationships in teacher training institutions be taught so effectively that they will remain a permanent part of a teacher's professional equipment?

"We have had splendid results with a plan that fuses the building of good parent and teacher relationships with laboratory experiences for teachers-in-progress," says L. D. Haskew, dean of education at the University of Texas. "Our courses dealing with the study of children are conducted upon a laboratory basis—with real, live children and students being brought into constant contact. In connection with these courses, the students interview parents, visit the homes of children, and so on, always under the guidance of the teacher of the course. One of our students said that we focus in the course as much on understanding parents as we do on understanding children. She may have some basis for her remark."

Dr. Haskew points out that the student preparing to be a teacher accompanies regular classroom teachers on their visits to homes, participates in teacher-parent conferences, and is likely to be called upon to conduct a panel discussion on, for instance, what qualities parents would like to see in teachers.

"It is such laboratory experience," concludes Dr. Haskew, "which seems to indicate a direct answer to the question." That answer would be, "By convincing college instructors of professional courses that they should and can teach future teachers to understand and work with parents in connection with the regular professional sequence, and chiefly through laboratory experiences."

71. What can we do to strengthen teacher retirement programs?

Throughout their careers most teachers give up a small portion of their monthly checks, looking toward the time

when they will no longer teach. The state or local school system adds a small sum from public money. This joint contribution, safeguarded by public authorities, is supposed to build the fund from which teachers will receive regular pay checks when they retire.

The amount deducted from the teacher's pay check, and the eventual amount of retirement income, are based on the salary of the teacher. Most teachers' salaries have been and are low. Since it is impracticable for teachers to contribute excessively large percentages of their salaries, retirement checks have been and are low. Therefore the most important thing that can be done to strengthen retirement systems is to raise teachers' salaries while percentages of teacher and public contributions to retirement funds are maintained or increased.

But other improvements are needed. The teacher who builds up retirement rights in, say, a western state cannot leave for a job in an eastern state without losing all or most of the rights he has accumulated. In other words, retirement rights do not follow the teacher. To remedy this, it has been suggested that states enact reciprocity laws that will enable teachers to change teaching positions without losing retirement protection.

The first paragraph of this answer indicated that the joint contribution of the teacher and the state or local school system are "supposed to" build up the reserves from which teacher retirement allowances are to come. Some states, however, do not build such reserves. They merely take in the contributions and merge them with the general public funds. It is then necessary for the state legislature to vote the money, as needed, for teacher retirement checks. Experts on teacher retirement programs do not like this system. They would like to see the reserves maintained in the same way as they are maintained by insurance companies—that is, as funds that are ready to be drawn upon when needed, without depending on the vote of the state legislature.

Another way to strengthen teacher retirement, some believe, is to have teachers covered by federal Old-Age and Survivors Insurance. This proposal to bring "social security" to teachers is vigorously opposed by some teachers, some state teachers' associations, and some national educational groups. The reason? Fear, based on the real chance that teachers might lose some phases of the protection provided by their specialized retirement plans. Social security coverage for teachers has been supported, however, both by the Truman and by the Eisenhower administrations and by most social security exponents. Their argument is that teacher retirement and social security plans can be merged. It seems probable that coverage for teachers under the federal social security system will eventually come about.

72. How can citizens help their schools?

1. Vote in all school board and other school elections, after studying the issues at stake.
2. Attend meetings of the school board from time to time, or otherwise keep informed on school board business.
3. Submit complaints or requests in writing to the entire board rather than putting pressure on any one member.
4. Grant schoolteachers and administrators all the social freedom of other citizens in the community.
5. Combat unfounded and derogatory rumors about the schools, teachers, and the school curriculum by getting first-hand information from school officials.
6. Become acquainted with the way the school dollar is spent, and carefully form an opinion as to the merit of school expenditures.
7. Learn to recognize dishonest criticism of the public schools, especially criticism that aims to weaken or destroy them.
8. Scrutinize the purposes of any organization that seeks to influence public education.
9. Make certain that teachers, principals, and other administrators are represented among the membership of service clubs, fraternal organizations, and other community groups.

73. What can be done to bring about better understanding between the home and the school?

Here are ten ways in which the school can help:

1. Hold at least one meeting at the start of each school year to explain the year's program to parents.
2. Sponsor meetings for the parents of preschool children; attend meetings of P.T.A. preschool sections or preschool P.T.A.'s.
3. At most P.T.A. meetings set up exhibits of children's work or of pamphlets and books about the schools and education.
4. Invite parents to observe classes in daily operation.
5. Encourage teachers to send home frequent notes about individual children.
6. Tell parents, through bulletins or newsletters or announcements at P.T.A. meetings, about new books and articles that will help them to understand the purposes of American education.
7. Cooperate with the P.T.A. in efforts to attract parents with varied interests and backgrounds by planning (a) meetings that present facts and information (through lectures, panels, and committee reports) and (b) discussion meetings (enlivened by films or question-and-answer sessions)

sions) that will appeal to the otherwise stay-at-home type of parent.

8. Provide opportunities for unhurried, face-to-face talks between parent and teacher.

9. Prepare leaflets, written by faculty members, on new developments in the teaching of arithmetic, spelling, art, science, and other subjects, and send these to parents.

10. Prepare newspaper articles to keep parents informed about changes being considered in the curriculum; about innovations in class organization; and about the introduction of new school services, such as counseling and health examinations.

But here is a word of caution from James L. Hymes, Jr., in his book *Effective Home-School Relations*:

"Home-school relations is no wonder drug. . . . Sometimes we educators put so much stock in home-school relations that we do not bother to examine our work with children. When the youngsters in our classrooms are noisy and inattentive we leap to a solution: Get somebody to talk to the parents about teaching children obedience and respect. The real answer to this problem may lie in giving these active, bouncy youngsters more legitimate freedom in the classroom and more vital experiences. . . ."

"Home-school relations cannot do everything. Although important, it is only one part of the total effort that a school makes for youngsters. When we treat it as a cure-all we are blind to other parts of the program that may need improving."

74. How can the people in a community be helped to find the answer to the question "How good is our school?" without getting into half-baked and unwholesome comparisons?

Before you attempt to measure the quality of your school, you had better decide on what yardstick to use. Do you appraise a school chiefly in terms of its ability to turn out children who are well versed in the more traditional school subjects? Do you expect the school to make your child a better person ethically and morally, or would you prefer that task to be left entirely to you? Do you expect your schools to prepare children for college or for jobs in your local manufacturing plants and business houses? After all, a school should serve the community and not be expected to meet ideals established by remote authorities out of touch with local problems.

Once you know what you want of the school, you are ready for some intensive fact finding. Start out by asking questions of the people who spend most of their time in school. That includes—lest you overlook the obvious—your own child. His teacher can be a valuable guide for you. The principal and the superintendent can add to your knowledge, but because of the many demands on their time, it would be preferable to ask them to come and talk with a group of parents. Then when you begin to feel you have some solid foundation, pay several visits to your school while classes are in progress.

Wilbur Yauch's book *How Good Is Your School?* offers a list of a hundred items to check off when visiting school. If you remember the warning not to use it as a rating scale, it should be helpful.

In addition to noting the cleanliness and safety of the school plant, he suggests that you look for such indicators of a good school as these:

1. The children "are able to discuss and plan together in good, simple English, with a minimum of grammatical mistakes."



© Willis Vandiver

2. "Their writing is legible, and the content interesting."
3. "They are well informed about the world."
4. "The skill subjects are learned by using them in real situations."
5. "The children's education is enriched through field trips."

Dr. Yauch also offers some specific statements about what every child of normal ability should have learned in the first six grades of a good school:

1. He should be able to read a paragraph, then tell you what it says.
2. He should be able to add, subtract, multiply, and divide without making bad blunders.
3. If you discuss some important event of the day happening in the United States, he should know something about it and something about why it took place.
4. He should be able to speak easily and to put ideas on paper, perhaps with some errors in spelling but with a minimum of errors in grammar.
5. He should be able to appreciate good music.
6. He should be able "to express himself in some art form."
7. He should show that he is maturing into a good citizen and good sport.

75. Can constructive criticism of the schools be handled in such a way as to throw light on existing weaknesses yet not destroy public confidence?

When honest criticism reveals shortcomings in the public schools, authorities have a clear course before them: Admit the weaknesses, and then call upon the people to help correct them.

The fact that weaknesses exist in the public schools need not shake the people's confidence in them. What will shake that confidence is a hesitancy on the part of a school administration to acknowledge deficiencies and an unwillingness or inability to move vigorously in correcting them.

When constructive criticism shows a need for action, parents have a chance to move in as "trouble shooters."

The first requisite, of course, is an opportunity for people to discuss, to question, to suggest improvements and solutions. If the people are permitted to have a hand in whatever remedial action is necessary, the public school system should emerge stronger than before the criticism began.

76. How can we best keep parents informed on educational trends?

By showing them that educational trends nearly always affect their own Mary and Johnny. Educational trends have little interest for the average parent if described in statistical averages or in technical language. Trends in reading instruction must be described so as to show how they touch the lives of individual children. Trends in testing must be told in language that will make sense to Father and Mother.

Everything that is said and written about education should be wrapped around the individual child, the home, the parent, the teacher, or the community. School people who plan meetings and speeches for parents have an obligation to see that the speakers make themselves understood. People who plan publications must see not only that the language is clear and simple but that the printed matter gets into the hands of the persons for whom they are intended. (Ingenuity pays off. The school systems of Syracuse and Detroit put their publications in the waiting rooms of doctors; others put them in beauty parlors.)

Television holds great promise. Dallas school administrators call it "the prime medium of educating the general public concerning present-day classroom technics, curriculum patterns, and public education trends." They speak on the basis of experience with a series of 138 programs.

Cleveland also has had good results with a TV series called *Meet Your Schools*. Audience checks showed the programs never had fewer than 150,000 viewers.

77. How often should the typical parent visit school?

"The oftener the better," one schoolman responded. Another added, "It is conceivable, but highly improbable, that parents could make nuisances of themselves."

School systems that have substituted teacher-parent conferences for the conventional report cards expect parents to come to the school about four or five times a year. In addition to visiting school for individual conferences with the teacher, the parent should count on at least two other occasions for coming to the school. One is the formal open house that many schools conduct. Even more important, in the opinion of educators who encourage this practice, is the appointment the parent makes to visit classes during regular, "unstaged" sessions. What he sees and hears will raise many questions in his mind about instructional methods and goals, and at an appropriate time he can put these queries to the teacher. Out of this type of visiting will come a rich mutual understanding that will benefit parent, teacher, and pupil.

78. What pitfalls should we, as parents, avoid in our cooperative efforts to interpret our schools to our fellow citizens?

The first pitfall is that of merely showing off the achievements of the schools. In some places the notion has prevailed that it is necessary to "sell the schools" by advertising their architectural beauty, the winning scores of their teams, or the 100-per-cent-correct test papers pinned on the classroom bulletin boards. But "selling the schools" is not interpreting them.

The second pitfall is that of continually harping on the schools' needs. "We need newer buildings! We need better trained teachers! We need, need, need . . ." The poverty of the public school system may be real, but if it is over-advertised people may get the idea that either their schools are beyond saving or else someone is crying "Wolf!" too often. Dwelling exclusively on how poor the schools are in physical or human resources is not interpreting them.

The third pitfall is that of assuming that people will understand the schools solely as a result of hearing or reading what others say or write about them. Publicity, newspaper stories, picture reports—these all help. But only as parents involve more parents in some task that brings them into close touch with the schools, can the most effective public understanding be spread.

79. How can we make better use of American Education Week as an opportunity for informing local people about their schools?

To make the most of American Education Week, parents and school people alike should take these five steps:

1. *Plan cooperatively.* Neither the school administration nor the teachers' association nor the P.T.A. can carry out a good American Education Week program *alone*. Joint planning and cooperation are essential.
2. *Plan early.* Too many programs bog down because they are started November 1 instead of in July or August.
3. *Budget for it.* No group can do a first-rate job without some financial support. Provide money for the purchase of materials, for postage, and for other expenses.
4. *Put interested and capable workers on the American Education Week committee.* Those who lead must see the values in American Education Week. They must be resourceful, energetic, and competent. Above all, they should be able to delegate responsibility and tap the energy and talents of other members.
5. *Involve many people.* American Education Week will succeed as a medium for telling the public about its schools only as ever widening circles of people take part in planning and carrying out its activities.

80. How can the local schools and local business and industry be brought into a closer relationship?

First, the schools and the local business-industrial community must be willing to work more closely together. Fortunately, the will to do this exists today in many communities, especially among national leaders. Such outstanding businessmen as Laurence F. Lee, president of the Peninsular Life Insurance Company in Jacksonville, Florida, and former president of the U.S. Chamber of Commerce; Thomas C. Boushall, president of the Bank of Virginia; and Earl Bunting, managing director of the National Association of Manufacturers have spoken publicly of the importance of closer school-industry and school-business relationships.

The U.S. Chamber of Commerce has developed one successful method. It consists of a special community event during which teachers and school officials mingle with men and women from business and industry. This is known as Business-Education Day or Business-Industry-Education Day. Chambers of Commerce throughout the country have been especially active in encouraging Business-Education Days. The fifteen hundred of these events held thus far have brought thousands of teachers into plants and factories to hear leaders of these firms explain the economic system of the community and the nation. In turn, thousands of businessmen have visited the public schools to get

a fuller picture of modern education and its problems.

Organized labor has not been altogether happy with this practice, fearing "one-sided" presentations of facts about industry and business. The result has been the introduction of Labor-Education Day. The first such day was held in 1952 at Minneapolis, after the city's Central Labor Union had asked to sponsor a day on which teachers might learn at first hand about organized labor. The board of education approved, thus introducing a brand-new and potentially very useful event into educational public relations.

81. Should parents help plan school curriculums?

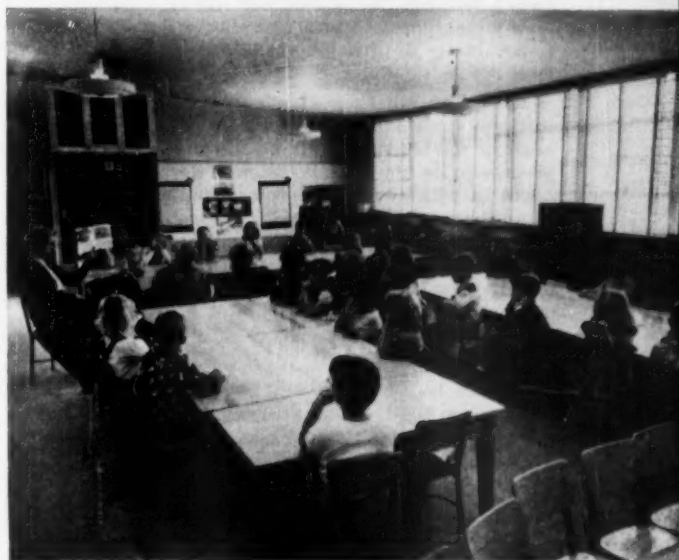
Parents can and should play an important role in determining the *why* of the curriculum, but they should leave the *how* to educators.

"The schools belong to the people," says the American Association of School Administrators. "To the extent that the people assert their ownership by . . . wise participation in planning policies, . . . good results will accrue."

There was a time when school people thought the curriculum should be built entirely by experts. School systems, as Virgil Rogers, professor of education at Syracuse University, points out, vied with one another to produce "better" courses of study. The curriculum director who could prepare logically arranged, attractively written courses of study in quantity was considered highly efficient. But this process of curriculum making was inefficient and wasteful. Much of the time neither teachers nor parents understood what the experts were driving at.

New ways of building the curriculum include the participation of parents as well as teachers and other experts. Some school systems achieve this through the P.T.A.; others, through laymen's councils or citizens' advisory committees on which the P.T.A. is represented. Sometimes school systems invite laymen to help revise some single phase of the curriculum, such as the teaching of arithmetic or of citizenship. Sometimes they invite parents to take part in a periodic curriculum overhauling or in a continuous study and evaluation of what is being taught.

The Mississippi Congress of Parents and Teachers has



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given an interesting demonstration of how parents' views on the curriculum can be elicited on a state-wide scale. In cooperation with other organizations, the congress conducted an extensive opinion survey by means of a questionnaire on curriculum and instruction.

Mississippi P.T.A.'s distributed some fifty thousand copies of this questionnaire, which asked, for example, whether the effect of college entrance requirements on the curriculum was to exclude experiences that might better meet the needs of high school students. Its inquiries, among many others, covered the desirability of studying a community problem, of religious training, and of the place of competitive athletics.

Another method was followed in Denver. There a private research organization, which was employed to conduct the survey, found that most people generally approved the curriculum, including the newer types of courses. Recommendations for improvement were offered, and in publishing the results of the survey the school administration announced that the educational program would be changed accordingly.

Regardless of the procedure, parents are in the midst of things in those communities where educational progress is greatest.

82. How can parent-teacher associations help interpret the work of the schools to the community?

In the answer to question 78 we have already learned the pitfalls to avoid in interpreting the schools to the people. The right way to go about this task is (1) to tell, and tell again, what the schools are trying to achieve; (2) to describe, and describe again, what the schools are actually doing; and (3) to point out, and point out again, how much more the schools could do with greater support from the people.

Superintendent Howard D. Crujl of Port Huron, Michigan, adds this point:

"If the interpretation is to be successfully done, it goes without saying that members of the parent-teacher association must themselves know what the schools are actually doing and what they propose to do.

"To achieve this, the closest relationship must be maintained between the school and the . . . parent-teacher association. The . . . principal must make it a part of his responsibility to interpret the schools to members of the local P.T.A."

To find out what the schools are doing, the alert P.T.A. will also study the classroom at first hand. *There* is the heart of the school system! To discover what the schools propose to do, the alert P.T.A. will work closely with the board of education. In some communities the board of education is invited to hold an open meeting in each school building so that parents can see the board in session and ask questions after the meeting. Frequent invitations to individual board members to address P.T.A. groups also pay rich dividends.

83. How can parents awaken school administrators, especially high school principals, to the great value of a good parent-teacher association as an instrument of public relations?

When this question was put to a number of administrators, especially high school principals, they countered with these questions: Do principals *need* to be awakened to the value of a good P.T.A.? Is the P.T.A. primarily an "instrument of public relations"? Has any group of

parents of high school pupils tried to "awaken" a principal and failed? Or are the principals more often to be found in the role of "awakeners"?

Behind these queries are several points worth noting. First, there are not enough high school P.T.A.'s. Second, when parents take the lead in promoting parent-teacher activities, school principals will welcome and aid these efforts. Third, a good P.T.A. must be more than an "instrument of public relations."

After a second look at this particular question (the first reading sent his temperature up) one high school principal replied in this vein:

"Look, fellow parents. Of course we know there is great value in any good P.T.A., great value that goes far beyond public relations. We welcome good P.T.A.'s. What we are sometimes hesitant about is the possibility of a *poor* P.T.A. And we may have a poor P.T.A. if parents set out to awaken us rather than to work cooperatively with us, and if they talk about an instrument of public relations instead of joining us in promoting the welfare of children."

On the other hand, the 1950 Yearbook of the American Association of School Administrators, entitled *Public Relations for America's Schools*, sees public relations in a wider focus—wide enough to include not only cooperation for the welfare of children but also educational planning. In suggesting that school administrators invite community groups to contribute their ideas about the educational program, the Yearbook's authors say:

"Probably the strongest organization for this purpose in any community is the parent-teacher association. Since all its purposes are concerned with educational opportunities for children, the P.T.A. is strategically placed to take active part in such cooperative endeavors. . . . The one common interest which the members hold is the welfare of the children of the particular school and community. Parent-teacher associations, therefore, should see more clearly than most other groups the educational problems and concerns which need consideration."

84. How can the P.T.A. bring constructive criticism to the attention of the school without violating its policy of noninterference with the school administration?

1. Recognize that school officials have a legal responsibility for operating the schools and cannot give it up to laymen.

2. Recognize that your suggestions or criticisms may be based on limited information. The school official has to see all sides of the picture—the board's, the teacher's, the pupil's, the parent's, the community's. You might see only your side.

3. Do not expect all your recommendations to be put into practice. There may be real reasons—money, time, legal authority—why some of them cannot be accepted.

4. Be reasonably patient. It takes time to correct deficiencies, make changes, and introduce innovations.

5. Route your criticism through the right channels. It does not help to run to the city editor with complaints about the school system, or to telephone the chairman of the board of education about a matter that can be handled by the dean of girls. By studying your school system you can determine whom to see about different problems.

6. Consider your timing. Know when the school administration is busy with schedules, with commencement plans, with workshops for in-service training. Many a good criticism is lost to the schools because it is brought forth at the wrong time.



American Boy

This is the brother of the winds,
Freckles of bronze from ear to ear,
The American corn silk for his hair,
This is the cousin of the deer.

This is the boy in dungarees
With the thunderhead behind him white,
The burnished gold of the prairie wheat
Behind him reaching from day to night.

Look for him by Mississippi's side
Fishing for catfish with a limb;
Look for him where mountains of Maine
Wade a sea that sparkles like him.

Follow him through the prickly pear
And Texan Herefords east to west,
An Apache with laughing eyes,
Youngest of all boys, and best.

He's on the hill with Georgian hounds,
On skates or skis in northern nights;
He is the pert-tailed mocking-bird,
The maple sap, and the Northern Lights.

Quick as the trout on rainbow fins,
He whistles and whittles, climbs like the coon,
Robin Hood turned Dan'l Boone—
A brand-new boy beneath the moon!

—ROBERT P. TRISTRAM COFFIN

Silence

Give me the peace of slow, descending snow,
The bright explosive silence of the dawn,
The stillness of pine-sheltered mountain lake,
The cherry petal falling to the lawn,
The moving quietness in lovers' eyes
Just before their parting words are said,
The silence of each bleeding branch and bough
Of wild plum blossoms winter's snows have fed.
I know the monster, Fear, would soon depart
Had I but half this silence in my heart.

—ALEX A. ROBERTSON

For All the Names We Give to Faith

A lantern for the starless night,
A staff in hand when the path is rough;
A kind of curious inner sight,
A tie, invisible and tough,
We have with heaven; a quiet song
Within the breast, a food to us
Who have much use for being strong—
How curious, how curious,
When we mislay faith for a bit,
And seek to find it for our need.
We grope as humans lost indeed,
For all the names we give to it!

—ELAINE V. EMANS

Adjectives Describing a Hat

She wore a hat
Inevitably . . . and one that
Neither decorated adorably her head
Nor served as covering. Instead
A hat conventional and plain
Fashioned in a factory with no creative pain.
Imagination? None.
No soaring birds, no brilliant bloom, just dun-
Colored grosgrain twisted in a bow
(Judged by its curling edges, quite a while ago).
A brim that neither hid one eye
Flirtatiously, nor bared the brow in candor nor made
the wearer shy,
But ringed the hat efficiently and straight
And marked it quite sedate.
A hat conservative and trite;
No trace of a philosophy, no flight
Of fancy, no dash of wit
To make the wearer gay in spite of it.
A sober hat, and filmed with dust
But not utilitarian, if one is to be just,
Because her hair escapes
And her ear lobes hang down like frozen grapes.
Not flippant, smart, nor provocatively red.
But merely an ambiguity to stick upon her head.

—JEANNETTE GOULD MAINO

EVENT OF THE YEAR



© Fred Hass and Son

The beach and the Boardwalk at Atlantic City.

**Our National
Convention,
May 24-26**

"BETTER HOMES, Better Schools, Better Communities for a Responsible Society," the theme chosen for the fifty-seventh annual convention of the National Congress of Parents and Teachers, expresses the goal of P.T.A. members throughout the land. It takes on even greater significance when considered in relation to last year's theme, "Better Homes, Better Schools, Better Communities for a Free Society." For we are acutely aware today that if our nation is to preserve its freedom every American must assume the obligations as well as the privileges of his citizenship.

During the three days of the convention in Atlantic City, delegates will ponder such questions as these: What does our citizenship demand of us? How can we best fulfill our responsibilities? How can we help our children to understand and accept them? Delegates of a poetic turn of mind may find in the ceaselessly pounding surf beyond the Boardwalk a symbol of the continuous challenge of these questions.

The six general sessions and eleven section meetings that make up the convention program will provide an abundance of ideas and information. And each day the delegates will transact some part of the essential business of their organization, which is itself a democracy governed by representatives of its eight million members.

THE speakers who will address the general sessions are widely known not only as original thinkers but as champions of the principles they uphold. For example, Professor Theodore M. Greene of Yale University, who will speak at the vesper service on Sunday, May 23, is a renowned authority on philosophy and an energetic spokesman for the importance of moral and spiritual convictions in modern life.

Mrs. Newton P. Leonard, president of the National Congress of Parents and Teachers, will open the convention with a keynote address on the convention theme. At the same session William A. Early, president of the National Education Association and a distinguished educational leader, will greet the delegates on behalf of his organization. Nelson A. Rockefeller, who will speak Monday evening, has long devoted himself to encouraging economic progress in underdeveloped countries, especially Latin America. He has held government posts under three presi-

dents, at present serving as undersecretary in the Department of Health, Education, and Welfare.

On Tuesday morning delegates will have an opportunity to see and hear our new U.S. Commissioner of Education, Samuel M. Brownell, who has been described by his colleagues as "an eminent scholar with a warm, humane approach." And that evening the internationally famed South American diplomat Benjamin A. Cohen will address the convention audience, many of whom will recognize this colorful Chilean as Assistant Secretary General of the United Nations and an eloquent interpreter of the U.N.'s aims, program, and achievements.

As juvenile delinquency is one of the most urgent of the problems confronting parents and teachers today, this topic will be given major emphasis all day Wednesday. At the morning session an outstanding young social work executive, Bertram M. Beck, will not only fix the responsibility for juvenile delinquency but present effective ways of combating it. Mr. Beck is director of the Children's Bureau Special Juvenile Delinquency Project in the Department of Health, Education, and Welfare. His speech will serve as background for the afternoon meetings.

An address by the brilliant historian Henry Steele Commager will bring the convention to a close. No one in this country has given more profound study and thought to the development of our democracy, and few are as well qualified to point out our responsibilities as citizens of a free nation.

The section meetings, held every afternoon, will be given over to P.T.A. fields of interest that bear directly on the convention theme. In addition there will be two "problem clinics" to which members can bring the problems of their local associations and receive wise, experienced help in solving them. Most of the section meetings will begin with a brief introduction to the subject; then a panel, made up of experts, will develop various phases of the subject in detail. Plenty of time will be allowed for a lively give-and-take of ideas between audience and panel members, and each meeting will demonstrate some new discussion technique. All discussions will be practical and down to earth, focused on the specific needs in local associations, so that every delegate will go back to his P.T.A. well fortified with suggestions for next year's program.

A GUIDE FOR DISCUSSION

Pertinent Points

1. What circumstances mentioned in the article sometimes rule out a college education for deserving young students? Do you know of any others? Such a deprivation means a great deal to the young person. It also means a great deal to the community and to our nation in its role of world leadership. Discuss in specific terms the significance of this waste of human resources.

2. The Action Program urges P.T.A. scholarships for students wishing to become teachers. Several state congresses are also giving aid to students who plan to train for work in other fields. What are some of these fields? How are they related to P.T.A. concerns?

3. What methods of financing P.T.A. scholarships are mentioned in the article? Does your state congress have a student aid program? How is it financed?

4. Some student loans offered by state congresses are interest free; some carry interest charges. If you were setting up a student loan program would you charge interest? What reasons would influence your decision?

5. Students may apply to the California Congress for a loan at any time during the year. What is the advantage of setting no fixed date for these applications?

6. The Illinois Congress turns over some of its student funds to colleges and universities, letting them make awards to deserving students. What merits do you see in such a plan?

7. What are the advantages of setting up scholarships that extend through all four years of a student's college career? What do you think of the practice of awarding scholarships only to students in their third or fourth year of college?

8. Scholarships mean, first of all, money to pay college expenses. What other values do they hold for students? In the long run how can student aid programs benefit the parent-teacher movement? The communities where the graduates work? The children in these communities?

Program Suggestions

Devote a portion of one meeting to discussing your local P.T.A. scholarship program, if you have one. If not, discuss the possibility of setting one up. It might be a good idea to invite several high school principals and vocational counselors to talk such a program over with you.

Ask several P.T.A. scholarship holders to a forthcoming meeting. Encourage them to tell about their present studies, their plans for the future, and their ideas on the P.T.A. scholarship program. Drop a note to the editor of your local paper suggesting that he send a reporter to cover the meeting and write a human-interest story on the scholarship holders.

Try using the brainstorming technique to get ideas for publicizing P.T.A. scholarship programs. The month of June, with graduations and college plans in the air, might be an ideal time to start highlighting the programs. By drawing public interest to P.T.A. student aid you may encourage other groups to set up similar programs.

We know that many young people are still deprived of a college education because of lack of funds. Yet each year many available scholarships are never utilized because they are not publicized. Survey your town for information on locally sponsored scholarships. Many newspapers, labor unions, department stores, industrial concerns, and service organizations have student aid programs. You may eventually decide to work out a coordinated community program on student aid.

Scholarship holders feel drawn together by the common bond of P.T.A. interest in them. In their letters many of them speak of being part of a "P.T.A. scholarship family." Your P.T.A. might encourage this feeling by sponsoring periodic reunions of those who are holding or have held P.T.A. scholarships.

MOTION PICTURES PREVIOUSLY REVIEWED

Junior Matinee

"Go, Man, Go!"—Excellent of its type for all ages.
Gypsy Colt—Good for all ages.
Heidi—Good for all ages.
Kumak, the Sleepy Hunter—Entertaining for all ages.
The Parade—Young people and adults, amusing; children, delightful. 16mm.
Pecos Bill—Amusing for all ages.
Rob Roy—Excellent for all ages.
Toot, Whistle, Plunk, and Boom—Excellent for all ages.
The Ugly Duckling—Excellent for all ages.

Family

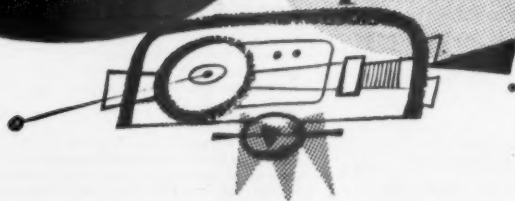
The Battle of Ragged River—Good western, all ages.
Captain John Smith and Pocahontas—Poor for all ages.
Conquest of Everest—Children, good; young people, a must; family, magnificent.
The Final Test—Children, possibly; young people and adults, delightful.
The Glenn Miller Story—Excellent for all ages.
The Golden Mask—Children, fair; young people and adults, good of its type.
The Horse's Mouth—Good for all ages.
Knight of the Round Table—Colorful spectacle for all ages.
Little Fugitive—Children and young people, good; family, excellent of its type.
Long, Long Trailer—Good for all ages.
The Pickwick Papers—Excellent for all ages.
Red River Shore—Western fans, all ages.
Saskatchewan—Good western, all ages.

Adults and Young People

Act of Love—Children, no; young people, mature; adults, fair.
Alaskan Seas—Fair for all ages.
Always a Bride—Children, no; young people, poor; adults, mediocre.
Annapurna—Children and young people, tense but good; adults, excellent.
April 1, 2000—Children, mature; young people, possibly; adults, interesting.
Bait—Children and young people, no; adults, poor.
Beachhead—Children, no; young people, poor; adults, matter of taste.
Beat the Devil—Children, no; young people, poor; adults, matter of taste.
Beneath the Twelve-mile Reef—Children, tense in part; young people, interesting; adults, excellent marine photography.
Border River—Children and young people, poor; adults, western fans.
Both Sides of the Law—Children, possibly; young people, good human values; adults, interesting of its type.
Charge of the Lancers—Children, poor; young people and adults, mediocre.
Command—Children, tense; young people and adults, western fans.
The Creature from the Black Lagoon—Unadulterated hokum for all ages.
Dragon's Gold—Mediocre for all ages.
Drums of Tahiti—Children and young people, poor; adults, mediocre.
Duffy of San Quentin—Mediocre for all ages.
Elephant Walk—Children, fair; young people and adults, adventure picture fans.
Executive Suite—Children, mature; young people and adults, excellent.
The Golden Coach—Children, possibly; young people, mature; adults, collector's item.
Hell and High Water—Children no; young people and adults, poor.
His Majesty O'Keefe—Children, a bit gory; young people and adults, South Seas fans.
Indiscretion of an American Wife—Children and young people, no; adults, matter of taste.
It Should Happen to You—Children, sophisticated; young people, good; adults, excellent of its type.
It's a Wonderful Life—Poor for all ages.
Jesus James vs. the Daltons—Children, poor; young people, lurid; adults, matter of taste.
Jubilee Trail—Children, poor; young people, pretentious western; adults, matter of taste.
Killers from Space—Children, no; young people and adults, matter of taste.
King of the Khyber Rifles—Children, overly violent in part; young people and adults, good adventure story.
Man in the Attic—Children, no; young people, tense; adults, matter of taste.
Massacre Canyon—Children, no; young people and adults, poor.
Miss Sadie Thompson—Children, no; young people, tense; adults, matter of taste.
The Naked Jungle—Children, no; young people, mature; adults, good of its type.
Othello—Children, too mature for most; young people, mature; adults, good.
Overland Pacific—Children, poor; young people and adults, mediocre.
Passionate Sentry—Fair for all ages.
Phantom of the Rue Morgue—Children, possibly; young people, horror film fans; adults, matter of taste.
Queen of Sheba—Mediocre for all ages.
Red Garters—Children, possibly; young people, mature; adults, excellent.
Rhapsody—Children, possibly; young people, entertaining; adults, good music.
Ride Clear of Diablo—Western fans, all ages.
Riders to the Stars—Children, possibly; young people and adults, matter of taste.
Riot in Cell Block 11—Children, no; young people, thought-provoking; adults, excellent of its type.
Saudia—"Eastern" fans, all ages.
The Saint's Girl Friday—Fair for all ages.
Shyness—Children, mature; young people and adults, good.
Spice of Life—Children, possibly; young people and adults, amusing.
Tazo, the Son of Cochise—Children, no; young people and adults, poor.
The Tell-Tale Heart—Interesting for all ages.
Three Sailors and a Girl—Mediocre for all ages.
Three Young Texans—Children, poor; young people, mediocre; adults, western fans.
Top Banana—Children, no; young people, poor taste; adults, matter of taste.
Turn the Key Softly—Children, no; young people, mature; adults, good.
The Unicorn in the Garden—Good for all ages.
War Arrow—Western fans, all ages.
World Without End—Good for all ages.
Yankee Pasha—Poor for all ages.
The Yellow Balloon—Good for all ages.

Motion

picture



previews

PREVIEW EDITOR, ENTERTAINMENT FILMS
MRS. LOUIS L. BUCKLIN

JUNIOR MATINEE

From 8 to 12 years

Racing Blood—20th Century-Fox. Direction, Wesley Barry. This appealing little story about a boy and a colt on a racing farm lacks distinction because of poor production values. An old stableman and his grandson are ordered to kill a twin foal with a split hoof. They disobey orders and secretly raise the colt to triumph over his racing brother. Jimmy Boyd, boy singer, is an engaging new star. A pleasantly innocuous family picture in Technicolor. Cast: Jimmy Boyd, June Williams.

Family	12-15	8-12
Fair	Fair	Fair

FAMILY

Suitable for children if accompanied by adults

The Iron Glove—Columbia. Direction, William Castle. A swash-buckling quickie enhanced by good Technicolor photography, colorful sets, and costumes. The historical background comes so close to being authentic that one wonders why no one made the extra effort needed to make this a good picture of its type. A young Irish officer fights to restore James Stuart, son of James II of England and known as the Pretender, to the throne of England. After losing some battles and winning others, he finally sees his "king" happily married to a wealthy royal princess and comfortably situated in France. Cast: Robert Stack, Ursula Theiss.

Family	12-15	8-12
Routine	Routine	Routine

Knock on Wood—Paramount. Direction, Norman Panama and Melvin Frank. Danny Kaye fans (and who isn't one?) will have a field day at this lighthearted picture, which gives Mr. Kaye's comic talents full play. A ventriloquist whose dummies always break up his romances decides to consult a psychiatrist, who naturally turns out to be an attractive young lady with emotional problems of her own. During his treatment he is actively pursued by a motley crew of musical comedy spies, all bent on outwitting him and each other. In the course of the hilarious chase he mimics his way through the roles of a stuffy, upper-class Englishman, a sociable Irishman, an unmechanical automobile salesman, and, finally, an unwilling Cossack who performs in what appears to be the Ballet Russe. Between times he woos the pretty doctor with delightful songs and considerable charm. The Technicolor is lovely. Direction, supporting cast, music, costumes, and sets all make a perfect vehicle for the talents of one of the finest comic stars of our time. Cast: Danny Kaye, Mai Zetterling.

Family	12-15	8-12
Excellent	Excellent	Excellent

Ma and Pa Kettle Back Home—Universal-International. Direction, Edward Sedgwick. Slapstick and sentimentality are the main ingredients of a mildly amusing comedy-farce featuring the indefatigable Kettle tribe. When son Elwin's less-than-factual essay describing the Kettle farm reaches the finals in a competition sponsored by a national magazine, the Kettles resort to such devices as cardboard-covered silos and two-sided machine sheds in a futile effort to pull the wool over the eyes of the visiting judge. However, everything ends in a burst of good will around the Christmas tree. Marjorie Main and Percy Kilbride do very well with these one-dimensional characters. Cast: Marjorie Main, Percy Kilbride.

Family	12-15	8-12
Matter of taste	Fair	Fair

Man with a Million—United Artists. Direction, Ronald Heame. This is a witty, sparkling British-made adaptation of Mark Twain's *The Million-Pound Note*. A pleasantly relaxed Gregory Peck stars as a young American who is loaned an immense sum of money for one month by two eccentric brothers. The sudden wealth catapults him into glittering London society and involves him in many unexpected and hilarious adventures, nicest of which is his meeting with a young heiress (played by a fresh and charming newcomer, Jane Griffiths). Joyce Grenfell, as a lightheaded, horse-faced duchess, and A. E. Mathews, as a prank-playing aristocrat, give inimitable characterizations. All the minor roles are acted with relish and uniform excellence. Cast: Gregory Peck, Jane Griffiths, A. E. Mathews, Joyce Grenfell.

Family	12-15	8-12
Excellent	Excellent	Yes

A Queen's World Tour—J. Arthur Rank. Though lacking the pageantry and splendor of *A Queen Is Crowned*, this British documentary, filmed in Eastman color, offers much that is of interest and technically is well up to the high standards of the other film. Most of the footage is allotted to Queen Elizabeth's extensive stay in New Zealand, but there are fascinating glimpses of her brief visits to the Fiji and the Friendly islands, where her habitual graciousness and fortitude are severely tested by encounters with some rather formidable native customs. The little known country of New Zealand, with its variety of scenery, makes a handsome backdrop for the doings of Britain's favorite ambassadors.

Family	12-15	8-12
Interesting	Interesting	Not for the restless

Rose Marie—MGM. Direction, Mervyn LeRoy. A popular operetta of the twenties is lavishly adapted to Cinemascope and filmed in Eastman color. Unfortunately the majestic Canadian Rockies and the great northern woods overpower the artificial little tale, making it seem more flimsy than it is. The sweet, sentimental melodies of the stage production echo through the great woods, and Indian dancers leap from rocks in elaborately synthetic festival routines. A star cast contributes nobly, if somewhat blindly, to the grandiose production. Cast: Ann Blyth, Fernando Lamas, Howard Keel.

Family	12-15	8-12
Entertaining	Entertaining	Entertaining

Royal Symphony—J. Arthur Rank. This short documentary (also in Eastman color) shows the highlights of Britain's Coronation year and captures the spirit of gaiety and renewed hope that seems to have been so evident during this memorable period. The musical background is excellent.

Family	12-15	8-12
Good	Good	Mature

ADULTS AND YOUNG PEOPLE

About Mrs. Leslie—Paramount. Direction, Daniel Mann. Shirley Booth's great warmth and endearing sincerity give dignity to a nostalgic, soap-opera type of play. Based on a novel by Vina Delmar, the story has to do with a kindly boardinghouse keeper, the problems of her tenants, and the tender memories she has of an unconventional love affair that happened many years before. Cast: Shirley Booth, Robert Ryan.

Adults	15-18	12-15
Matter of taste	No	No

Carnival Story—RKO. Direction, Kurt Neumann. A sordid, repetitious melodrama centering around an American carnival traveling in Western Germany. Anne Baxter plays the role of a homeless, hungry girl, product of the postwar years, who becomes involved with the circus when she steals food from the assistant manager. The unpleasant story is heavy with lurid

sex, jealousy, and murder. Cast: Anne Baxter, Steve Cochran.

Adults	15-18	12-15
Unpleasant	No	No

Casanova's Big Night—Paramount. Direction, Norman Z. McLeod. Bob Hope masquerades as Casanova in his latest, lavishly mounted farce filmed in Technicolor against beautiful eighteenth-century Venetian settings. As a humble tailor's apprentice in love with a beautiful lady, Hope again enacts his favorite role of quaking buffoon whom fate coerces into heroism. He of course drips quips and puns (as well as, in this instance, the canal water in which he is frequently dunked) wherever he goes. Wrinkling his nose over one dark waterway he says "Hmmm, this must be Canal Number Five." A supporting star cast does little more than look handsome in elaborately picturesque costumes. Cast: Bob Hope, Joan Fontaine.

Adults	15-18	12-15
Bob Hope fans	Bob Hope fans	Bob Hope fans

Dangerous Mission—RKO. Direction, Louis King. Glacier National Park, photographed in Technicolor, is the setting for a *Perils of Pauline* type of melodrama. Ticket buyers are guaranteed a shooting pace and thrills every minute. An avalanche, a writhing and flaming power line, a forest fire, a wild auto chase through the mountains, and glacier cave-ins furnish continuing excitement. The hapless heroine, a New York night club checkroom girl who knows too much about a certain murder, flees to Montana, but gangsters and the New York police soon catch up with her. Cast: Piper Laurie, Victor Mature.

Adults	15-18	12-15
Matter of taste	Matter of taste	Exciting

Drive a Crooked Road—Columbia. Direction, Richard Quine. Mickey Rooney's usual portrayal of the little fellow who is ignored and ridiculed by the world assumes more stature and poignancy in this film by virtue of a good script and sensitive direction. An affection-starved auto mechanic and racing-car driver is bewitched by a beautiful girl into aiding a bank robbery. The villains confuse him (and may also confuse a young audience) by being superior, handsome young men with none of the usual traits associated with their occupation. Mr. Rooney's sincere acting arouses considerable sympathy for the deluded youth, but an inconclusive ending may again tend to confuse children. Cast: Mickey Rooney, Diane Foster.

Adults	15-18	12-15
Fair	Mature	Mature

The French Line—RKO. Direction, Howard Hughes. A hackneyed, humorless comedy leans heavily on the more obvious charms of Jane Russell. A constant vulgarization and exploitation of sex (in 3 D) is apparently expected to compensate for a trite, crudely produced motion picture. Cast: Jane Russell, Gilbert Roland.

Adults	15-18	12-15
Not recommended	No	No

Hell's Half Acre—Republic. Direction, John H. Auer. A sordid crime melodrama laid in Hawaii describes the confused actions of a navy deserter (supposedly killed at Pearl Harbor) and the hazardous adventures of the wife who seeks him in dives and dance halls. An elaborate hodgepodge of crime, intrigue, and murder. Cast: Wendell Corey, Evelyn Keyes.

Adults	15-18	12-15
Matter of taste	Poor	No

The Holly and the Ivy—London Films. Direction, George O'Ferrall. Christmas card settings of a snow-covered English village and a vicarage bustling with Yuletide activity would seem to guarantee a perfect holiday reunion for the Gregory family. But beneath the cheerful façade, tensions are rife; for the vicar's three children regard his profession as an unsurmountable barrier to an honest and normal family relationship. Certain untoward incidents and much plain talk, however, clear up misunderstandings, and the Gregorlys find themselves closer together than they have even been. This absorbing and civilized drama, permeated by an atmosphere of integrity, has much to say that is pertinent to our times. It is distinguished by flawless performances from everyone concerned—Sir Ralph Richardson as the scholarly, kindly vicar; lovely Margaret Leighton as the confused, superficially hard daughter; and Celia Johnson as her conscientious sister. Cast: Sir Ralph Richardson, Celia Johnson, Margaret Leighton.

Adults	15-18	12-15
Excellent	Excellent	Mature

Jungle Man-eaters—Columbia. Direction, Lee Sholem. A tired jungle Jim melodrama in which a somewhat paunchy Johnny Weissmuller wrestles absurdly with lions and alligators against poorly simulated jungle stage sets. Said one student reviewer, "The only exciting feature of this film was its title, which seemingly had no relation to the story. . . . A collection of

animal and action shots look as if they were gleaned from very old films." Cast: Johnny Weissmuller, Karin Booth.

Adults	15-18	12-15
Poor	Very poor	Very poor

The Lonely Night—Arthur Mayer-Edward Kingsley. Direction, Irving Jacoby. A sensitive, beautifully acted and directed documentary about a desperately unhappy young girl and a psychiatrist whose quiet wisdom helps her to understand why she feels and acts the way she does. Skillfully interwoven into the story of the girl's lonely neurotic childhood are happy scenes of normal family life that achieve unexpected depth and significance when viewed through a psychiatrist's lens. We sud-



A family scene from *The Lonely Night*.

denly see how important an ordinary family picnic can be in developing healthy, stable emotions in children. We understand what it really means for a child to get something off his chest to a person he trusts and loves, and who he feels loves him. Marian Seldes gives a perceptive and deeply felt portrayal of the leading character. Richard Leacock, who photographed Flaherty's *Louisiana Story*, did the fine camera work. The film has been endorsed by the National Association for Mental Health and the National Institute for Mental Health of the U.S. Public Health Service. Cast: Marian Seldes, Charles W. Moffett, the Shortall and Gambino families.

Adults	15-18	12-15
Excellent of its type	Excellent of its type	Probably too mature

The Mad Magician—Columbia. Direction, John Brahm. A thriller-diller of the waxworks variety—filled with horrible murders, disguises, blood-curling screams, and split-second rescues. Vincent Price portrays with relish a mad genius whose magical illusions of death become the instrument of murder for those who turn against him. Cast: Vincent Price, Mary Murphy.

Adults	15-18	12-15
Matter of taste	Matter of taste	No

The Miami Story—Columbia. Direction, Fred F. Sears. An exciting, gang-busting melodrama is solemnly introduced by Senator George A. Smathers of Florida, urging the same kind of action to rid other towns of gangsters. A crime syndicate with headquarters in Miami is brought to justice through the combined efforts of an anonymous group of citizens, the police, and a reformed gangster. Unfortunately it is not every group of civic leaders who can discover a courageous, honest ex-gangster willing to lead their crusade. Cast: Barry Sullivan, Luther Adler.

Adults	15-18	12-15
Matter of taste	Matter of taste	Poor

New Faces—20th Century-Fox. Direction, Harry Horner. This popular Broadway review, translated directly from stage to Cinemascope, is a bright, brash, if not memorable production. Lively, youthful singing is interspersed with fast-paced dancing and satiric skits. A burlesque *Death of a Salesman* is sharply clever, exposing the play's weakest relationship, that of the mother and her sons. The wide screen is not utilized to best advantage—as, for example, when the huge figures of the dancers are cut off at the knee or the waist. Attempts at a story line are of the sketchiest and are not needed. Young people who have records of popular songs from the stage success will enjoy this, although Eartha Kitt's dynamic, oversexed imperfections may be distasteful to some.

Cast: Ronald Graham, Eartha Kitt, Alice Ghostley, Virginia DeLuce, Robert Clary.

Adults	15-18	12-15
Matter of taste	Matter of taste	No

Night People—20th Century-Fox. Direction, Nunnally Johnson. Producer-writer-director Nunnally Johnson shows himself to be master of first-rate melodrama in this taut and entertaining tale of present-day Berlin. His plot is concerned with the efforts of a group of Nazis and Russians in Eastern Germany to obtain a middle-aged German couple from the American Zone by offering a United States soldier in exchange. Mr. Johnson peoples his story with some credible and colorful characters. Notable are a forceful, hard-bitten U.S. colonel, played to the hilt by Gregory Peck, and the blustering but fundamentally decent father of the American prisoner, Broderick Crawford. The dialogue is crisp and flavorful; there are some nice bits of humor; and the action keeps moving with commendable briskness. Cinemascope is definitely an asset when undergirded by a good story. Cast: Gregory Peck, Broderick Crawford, Rita Gam.

Adults	15-18	12-15
Good	Good	Exciting

Prisoners of War—MGM. Direction, Andrew Marton. A series of horrifying and sensational war atrocities threads through this melodramatic story about an American army officer who allows himself to be taken prisoner by the North Koreans in order to discover the truth about "brain washing." The brutal incidents, beginning with an enforced death march, include burials of live men, torture by ice water, punishment in open graves, and delayed executions. The film triumphantly proves the introductory statement by a U.N. delegate—that the spirit and integrity of the American soldier are not undermined by ceaseless attempts at indoctrination, torture, or bargaining. However, as pictured, each individual has his breaking point. The content of this film should have been carefully reviewed and then presented in documentary form to a prepared audience, rather than as an entertainment film under a title that does not convey its significance. Cast: Ronald Reagan, Steve Forrest.

Adults	15-18	12-15
Mature	Mature	No

Rails into Laramie—Universal-International. Direction, Jesse Hibbs. In a usual Technicolor western, handsome John Payne plays one of those brawling, battling heroes who can quell a saloon full of armed men with a glance, clean up a crime-ridden town, and emerge without a bruise from a number of fights and other hazardous experiences. Dan Duryea performs his familiar slick villainy. Cast: John Payne, Mari Blanchard.

Adults	15-18	12-15
Western fans	Western fans	Western fans

The Siege of Red River—20th Century-Fox. Direction, Rudolph Mate. A fast-moving Civil War western (in Technicolor) of questionable historical accuracy. Van Johnson plays a Confederate officer who, fancily disguised as a traveling medicine-showman, attempts to smuggle the newly invented Gatling gun through the Union lines. A pretty Northern girl and a treacherous ally complicate matters. Magnificent scenery of the Southwest and the free-flowing movement of the climactic Battle of Red River are technically distinguished. Cast: Van Johnson, Joanne Dru, Richard Boone.

Adults	15-18	12-15
Western fans	Western fans	Gory

Stranger on the Prowl—United Artists. Direction, Andrea Forzano. Limitations in the script, including a vague and sketchy characterization, handicap Paul Muni in his efforts to portray a rough, middle-aged Italian of the working class, who is presumably too old to secure a job. He steals because he is hungry, and accidentally kills. On his long and tortuous flight from the police he is accompanied by a protective small boy. This gloomy Italian melodrama attempts to say something significant about life, but fails. Cast: Paul Muni, Joan Lorrain.

Adults	15-18	12-15
Fair	Fair	Poor

Tennessee Champ—MGM. Direction, Fred M. Wilcox. An uneven, off-beat melodrama in the American "warmhearted rogue" tradition popularized by Damon Runyon. Here we have a shady, down-at-the-heel promoter who gives sanctuary to a boy suspected of murder. The muscular youth, son of a revivalist, is most concerned with fighting for the Lord, but the promoter persuades him to become a fighter in the ring. Keenan Wynn and Shelley Winters, as the promoter and his wife, enhance their raffish roles with expert acting. Dewey Martin plays a straight lead with the conviction necessary to persuade people that he is fighting for the Lord. Cast: Keenan Wynn, Shelley Winters, Dewey Martin.

Adults	15-18	12-15
Fair	Fair	Possibly

16MM CHILDREN'S FILMS

From 4-8 years and up

Back Yard Artists—Pat Dowling Pictures. Direction, Pat Dowling. A fresh, charming story, in color, of two boys who like to draw birds. To attract them they build a feeding station (with Father's help) in their back yard. But when a variety of beautiful birds flock in to feed, they are chased away by greedy bluejays. The boys' ingenuity, however, is equal to their unexpected problems. Entertaining for school, church, and library programs.

Coral Wonderland—Produced and photographed by Noel Monkman. Distributed by Australian News and Information Bureau. Colorful documentaries like *The Sea Around Us*, as well as recent books and articles, have aroused the public's curiosity about the strange, beautiful undersea world. This thirty-minute film in Kodachrome will be a colorful feast for grown-ups and children alike. It reveals a fabulous panorama of coral growths in the Great Barrier Reef off the east coast of North Australia, against which brilliant tropical fish and unusual underwater creatures play. Entertaining and educational for all age groups.

Martin and Gaston—Produced by George K. Arthur. Distributed by Brandon Films. Direction, Henri Gruel. An imaginative short, drawn entirely by school children in a geography class at Ville d'Avray, near Versailles. A French photographer, Henri Gruel, explained animation techniques to them and encouraged them in their efforts. They wrote the lively adventure story themselves, and every member of the class contributed to the drawings. An intriguing novelty for any age, this will enchant young artists in the elementary grades.

The Story of Peter and the Potter—National Film Board of Canada. A simple but enchanting little film whose settings have the flavor and decorative quality of a fairy tale. Peter, a small boy, breaks the bowl he has bought for his mother's birthday, and some kindly potters make him a lovely new one to replace it. Beautifully designed clay objects appear like magic from the potter's wheel as Peter watches in fascination. The potter's wife creates a graceful and modern design upon the bowl, and the children help with the bakings in the kiln. Mr. and Mrs. Robert Deichman, well-known craftsmen and artists, portray themselves. Excellent for children's programs or hobby and art groups.

Sur le Pont d'Avignon—National Film Board of Canada. Distributed by the International Film Bureau. The popular old French folksong, with vocal interpretation by the Trio Lyrique, is gaily illustrated with colorful puppets, who dance their merry way over the famous bridge. Soldiers, clowns, musicians, gallant French gentlemen, and beautiful ladies pass before our eyes as they trip to the graceful round. French clubs or classes in high school, as well as young children's groups, will find this a pleasant way to learn a French song.

Four hundred 16mm films were shown and judged by experts at the Golden Reel Film Festival in Chicago, April 1-3, as part of the First American Film Assembly, sponsored by the Film Council of America. They were grouped in twelve categories, according to subject matter, and the best film in each category was awarded a Golden Reel prize. Here are the twelve prize-winning films:

Agriculture and natural resources

American Farmer. Ford Motor Company.

Geography and travel

Land of the Long Day. National Film Board of Canada.

Graphic and visual arts

Martin and Gaston. George K. Arthur.

History and biography

The American Road. Ford Motor Company.

Home and family

Frustrating Fours and Fascinating Fives. National Film Board of Canada.

Medical sciences

Patent Ductus Arteriosus. E. R. Squibb and Sons.

Religion and ethics

For Every Child. National Council of Churches of Christ.

Safety

Farm Petroleum Safety. American Petroleum Institute.

Sales promotion

Quality in Photographic Lenses. Eastman Kodak Company.

Science

"A" Is for Atom. General Electric Company.

Sociological and political understanding

Skippy and the Three R's. National Education Association.

Training

Working and Playing to Health. Mental Health Film Board.

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New Parent Education Program on Adolescents

Under the general title "Guidance As They Grow," the *National Parent-Teacher* will present, beginning with the September 1954 issue, a study course on adolescence. This course will be directed by the noted family life specialist Evelyn Millis Duvall, formerly executive secretary of the National Council on Family Relations and director of the Association for Family Living. Dr. Duvall is the author of such popular books as *Facts of Life and Love for Teen-agers*, *Building Your Marriage*, and *Family Living*.

The eight topics in the course are as follows:

September	<i>Is There a Teen-age Timetable?</i>
October	<i>Frank Answers to Straight Questions</i>
November	<i>Journey Toward Freedom</i>
December	<i>Community Codes by Common Consent</i>
January	<i>What Job for Junior?</i>
February	<i>World Without Strangers</i>
March	<i>School Bells and Wedding Chimes</i>
April	<i>Moral Values and Religious Roots</i>



This course is recommended to every study-discussion group that will concentrate on the adolescent years and that seeks material which is sound, pertinent, and timely. The problems and aspirations of young people—and the wise guidance they need as they grow—will be discussed by top-ranking authorities on adolescence. Each article in the course will be accompanied by a program guide, complete with questions and points for discussion, program suggestions, reading references, and appropriate films.

National Parent-Teacher

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